SELF, HOME AND FAMILY LIFE

CLYDE VERYL HAYMAN

SELF, HOME AND FAMILY LIFE

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A Unit in Mental Hygiene

for

Ninth Grade Boys

Clyde Veryl Hayman

Submitted in partial fulfillment of the
requirements for the degree of Master
of Arts in the Graduate School of
Florida Southern College

1949

APPROVAL

Professor Edward Lee Flemming, Advisor

Reader

Reader

August 17, 1949
Date submitted to the Chairman
of the Graduate Committee

ACKNOWLEDGEMENTS

The writer wishes to express his appreciation to Professor Edward Lee Flemming, Advisor, for his many kindnesses and considerations and for his wise and skillful guidance during the preparation and compilation of the data.

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INTRODUCTION

The Problem

General Statement

> "Let us admit the case of the conservative: if we once start thinking no one can guarantee where we shall come out, except that many objects, ends and institutions are doomed. Every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place."[1]

The purpose of this thesis is to attempt to develop a plan of procedure, to be used as a unitary subdivision of human growth and human relations, in a course in General Science. The scientific attitude acquired in science classes, when applied to personal problems, enables the individual to face these problems arising from human growth and human relations, in a more objective manner. And, the conditions of modern life which tend to prolong adolescence by depriving youth of the opportunity of grappling with reality at the time when they are mature enough to do so, can possibly be augmented by bringing youth into contact with reality in a ninth grade science course. This experience should assist in developing feelings of adequacy and assurance of adult status.

Specific Problem

Specifically involved is to present self, home, and family life on a pragmatic basis, at the level of a ninth grade boy.

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1. John Dewey, Intelligence in the Modern World, p. vi.

Many minds, youthful or mature, want always to know the causes--why the physiological and psychological changes have insued as they progress through their maturation. Those in this state of curiosity, searching for additional information, are ready to evaluate the facts, provided they have command of the accepted terminology.

Frank discussions are significant for the personal and social adjustment of youth. The matter is well expressed in the following statement:

> "Mental hygiene calls for a wholesome use of language. Only by discussing vital matters frankly and unemotionally can we develop individuals who use language adequately and without embarrassment. Our language is adequate, forceful, meaningful, extensive. Our people use it timidly, haltingly, they fear to speak directly; call frankness vulgarity; fear to discuss love, beauty, or the poetry of life. They ban honest words and prefer circumlocutions. The teacher, whether he work in classes labelled English, 'science,' or 'guidance,' carries a goodly share of responsibility for the mental hygiene of young people."[2]

Definition of Terms

Self: the actual experiences of environmental conditions and awareness of the surroundings, physical and social, that are conducive to having these experiences.

Home: the interaction of peoples, associated and bonded together by habit-life, normally living under one roof with guidance offered by parent or parents.

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2. Harl R. Douglas, The High School Curriculum, p. 405.

Family life: the choosing of a mate, the experiences associated with the blending of likes and dislikes resulting from this choice, and the expected characteristics of the off-spring.

Human growth: the process of physiological maturation from conception to adulthood.

Human relations: the psychological and physiological consequences associated with social and environmental experiences.

Delimitations

The Study of human growth and relations as presented here, is limited to expected capabilities of the ninth grade boy in the Junior-Senior High School, Winter Haven, Florida; chronological range of 13 to 17, and I. Q. range 78 to 132 on the Otis self administering test, school year of 1948-1949.

Basic Assumptions

When nations and families live in isolation, morals and mores are slow to change; but, in our atomic, one-world era of today and tomorrow, nations and families are mingling; therefore, teachings, traditions and customs are mingling.

A basic policy of education today is that which seeks to furnish to youth an inspiring understanding of their own physiological and psychological development. An understanding which can serve as a basis for a personal philosophy of life.

Basic Hypothesis

Some of the benefits, direct and indirect, to the individual and to the community as a whole, that should accrue from a program of self, home and family life training, are the raising of the status of the home, increased personal happiness, decreased mental illness, and a lessening of crime.

The Need for the Study

1. If secondary schools are to meet the needs of their students, they must understand the individual needs, differences, and abilities of the students, and adjust the curriculum to meet these needs.

2. Courses in Biology and Physical Education as offered in the past and present, in secondary schools, have failed to present human growth and relations to the satisfaction of the students. Ninth grade boys desire to know how to make personal and social adjustments, what the accepted social attitudes and ideals are, and why such attitudes and ideals are accepted.

3. Instructors have found it difficult to acquire a plan of study, on the secondary level; therefore, they themselves are not adequately trained.

4. The existing social and economic conditions prevalent in the area served by the Winter Haven Junior-Senior High School, Winter Haven, Florida, require increasing absenteeism of the parents from the home, thereby creating a dearth of family instruction. This responsibility has, of necessity,

Their Responsibility

Some of the benefits, direct and indirect, [illegible] individual to the community as a whole. [illegible] a program of [illegible], these are finally [illegible] are [illegible] reality, of the status of the [illegible] decreased moral illness, [illegible] crime.

The Need for the Study

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2. Courses in Biology and Physical Science offered in the past and present, in secondary schools, have failed to present human growth and relations to the [illegible] of the students. Birth rates have [illegible] to [illegible] make personal and social adjustments, but the [illegible] attitudes and ideals are, and by such [illegible] are accepted.

3. Instructors have found it difficult to acquire a [illegible] of study, on the secondary level; therefore, their [illegible] are not adequately trained.

4. The existing social and economic conditions prevailing in the area served by the Winter Haven Junior-Senior High School, Winter Haven, Florida, require increasing absenteeism of the parents from the home, thereby creating a degree of family instruction. This responsibility has, of necessity,

been shifted to the schools in an effort to reduce juvenile delinquency.

Incidence of the Problem

Ralph K. Watkins has stated,

> "School workers have come more and more to the realization that curricular patterns cannot well be converted into the behavior reactions of young learners without the willing and intelligent participation of the teacher immediately in charge of the learning situation."[3]

The writer's interest in this subject is the result of years of experience with junior and senior high school boys, in athletic and physical education dressing rooms. A need for proper instruction was realized by the writer after listening to self-appointed instructors present knowledge which they acquired via the streets. Many times false conceptions were imparted and invariably improper terminology was used in the presentation.

The writer also observed that when a boy was under an emotional stress and strain, because of a social problem, if he had a small command of scientific terms, he would not hesitate to present the problem to the coach.

The boy who had command of only vulgar terminology, gained from the streets, would hesitate to speak to the coach, and would usually seek out one of the other boys for help.

If this is true among the small select group of athletically minded boys, then who, in this phase of education, is

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3. Ralph K. Watkins, "The Teacher as Curriculum Maker," The High School Curriculum, p. 341.

helping the remainder of the boys to meet their life problems?

During the school year 1947-48, a series of ten discussions titled Social Hygiene, which had been presented to the athletic teams for the past ten years, were used as a method of motivation in the teaching of General Science to ninth grade boys.

Alfred C. Kinsey states,

> "In spite of the spread in the population as a whole, the records show that about 90 per cent of the males ejaculate for the first time between the ages of 11 and 15 inclusive. At the end of the seventh grade in school, about a third (37.5%) of the boys are adolescent; by the end of the tenth grade, nearly all of them (96.5%) are so. The average boy turns adolescent in the eighth grade (a mean grade of 8.33)."[4]

After completing the ten discussions during the first six weeks, the classes were advised that if at any time the assigned lesson in General Science was completed before the end of the period, the instructor would attempt to answer any question presented in the social hygiene field. A definite increase in study out-put by all students was noted. The results were so encouraging that the present problem was conceived.

Related Literature

The writer's investigation indicates that literature related directly to the study is non-existent. However, the existing literature indirectly related to the study, including books, magazines, pamphlets, bulletins, and research papers

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4. Alfred C. Kinsey, Sexual Behavior in the Human Male, p. 483.

in the fields of philosophy, psychology, sociology, theology, medical science and social hygiene were explored. The purpose of this exploration was two-fold. First, to develop a unitary subdivision of human growth and human relations to be presented to ninth grade boys in a course of general science; second, after the material has been used under classroom conditions, and necessary criticisms have been evaluated, there is the possibility that the material may constitute a textbook.

Procedure in Collecting Data

Data collected relates to the matter of ascertaining the value a ninth grade boy places upon adulthood, and a procedure agreeable to him, under present day methods of education, in satisfying his valuation of this value.

Doctor Sylvia D. Spencer, M. D., retired, 660 Avenue H, N. W., Winter Haven, Florida, and Doctor Robert J. Jahn, M. D., Phillips Professional Building, Winter Haven, Florida, have served as medical consultants in collecting data, have given freely of their knowledge, and have allowed complete use of their medical libraries.

During the school year of 1948-49, after the ten discussions titled Social Hygiene had been given, twenty topic headings, pertaining to the subject, were presented to the classes for their evaluation, as to their importance for future discussions. In investigating related literature and in private

in the field of [illegible]. [illegible] medical science and medical [illegible] a true [illegible]. [illegible] of this [illegible] are [illegible]. [illegible] modification of [illegible] [illegible] to [illegible] public [illegible] [illegible] after the material has been [illegible] [illegible] and necessary [illegible] have been [illegible]. [illegible] people [illegible] the material may [illegible].

Procedure in Collecting Data:

Data collected relative to the matter of [illegible] value [illegible] [illegible] agreeable to him, [illegible] satisfying his valuation of this value.

Doctor Sylvia D. [illegible], M. D. [illegible], [illegible] M. V., Winter Haven, Florida, and Doctor [illegible] [illegible], M. D., Phillips Professional Building, Winter Haven, Florida, have served as medical consultants in collecting data, have given freely of their knowledge, and have [illegible] [illegible] of their medical libraries.

During the school year of 1949-50, after the [illegible] [illegible] stated Social Hygiene had been given, [illegible] topic [illegible], pertaining to the subject, were presented to the classes for their evaluation, as to their importance for future discussions. In investigating related literature and in private

consultation with Dr. Spencer and Dr. Jahn, the degree of importance with which the class rated these topics was considered.

During the past school year, a record of the questions asked by the students both in the classroom and during private conferences were recorded. These questions were edited, and an attempt made to incorporate the ideas presented in such a manner that future classes will inquire with a greater use of scientific terminology, and scholarly attitude.

Procedure in Treating the Data

The material is divided into three separate units (Self, Home and Family Life); in turn, the units are divided into chapters.

There is very little continuity between chapters and units. This plan was devised to enable an instructor to adjust any individual chapter or unit to the prevailing teaching situation, allowing greater flexibility of presentation.

It is proposed to treat the data according to the following agenda:

UNIT I - SELF

Chapter I - Physiological Maturation

Chapter II - Physical Growth and Development

Chapter III - Reproductive Organs - Male and Female

Chapter IV - Emotional and Physical Aspects of Sex

Chapter V - Personal and Social Adjustment to Environmental Life.

consultation with Dr. Spencer [illegible] Dr. [illegible], the [illegible] of importance with which the [illegible] [illegible] was considered.

During the past school year, [illegible] asked by the students back in [illegible] classes [illegible] and [illegible] conferences were recorded. [illegible] [illegible], in an attempt to incorporate [illegible] ensure that future classes will involve [illegible] of scientific conclusions, and [illegible].

Procedure in Treating the Data

The material is divided into three general units (Sex, Home and Family Life); in turn, the units are divided into chapters.

There is very little continuity between chapters and units. This plan was devised to enable an instructor to adjust any individual chapter or unit to the [illegible] without [illegible] attention, allowing greater flexibility of presentation.

It is proposed to treat the data according to the following agenda:

UNIT I - SEX

Chapter I - Physiological Information
Chapter II - Physical Growth and Development
Chapter III - Reproductive Organs - Male and Female
Chapter IV - Emotional and Physical Aspects of Sex
Chapter V - Personal and Social Adjustment to Matrimonial Life.

UNIT II - HOME

Chapter VI - Individual Responsibility of Being a Member of the Home

Chapter VII - The Place of an only child in the home

Chapter VIII - Understanding Older Brothers and Sisters

Chapter IX - Understanding Younger Brothers and Sisters

Chapter X - Parental Guidance

Chapter XI - Changing Parents After Forty

UNIT III - FAMILY LIFE

Chapter XII - The Right to Marry

Chapter XIII - Choosing a Mate

Chapter XIV - Summary and Conclusions

A Glossary of Terms used throughout the thesis is included.

U N I T I

S E L F

CHAPTER I

PHYSIOLOGICAL MATURATION

Most ninth grade boys seem to be having "growing troubles", and why? A year or so ago, not more than three, they were nearly all the same size, but now they are in the ninth grade. Everyone is still about the same age, and no one is the same size. Some are tall, some short, some thick, some thin; some with shoulders high or shoulders low, shoulders narrow or shoulders broad. Then too some have a high voice others a low and still others with an uncontrollable voice. The most obvious question is "Why?"

It is merely the difference between persons in their coming to adulthood. The age at which one begins to grow tall, how much one grows and when one stops growing are individual matters, with girls ahead at the start, and boys ahead at the finish.

Although height is an individual matter, it is influenced a great deal by the parents. The tall, slender, angular type of person comes from tall, slender parents and grandparents. The short, stocky person comes from short, stocky ancestors. There too is a blending process; should one parent be tall and slender, and the other short and stocky or any combination of the above, the off-spring will necessitate a blend. Height is also a matter of health, diet, climate and vitamins—important items to remember.

Chapter I

Introductorial Matter

Most girls would look upon to be having "curves" and what a pleasure it is to see, not just [illegible] were nearly all the same size, but [illegible] grade. Everyone is still about the [illegible] the same size. Some are tall, some short, some thick, thin, some with shoulders high or shoulders low, shoulders narrow or shoulders broad. Then we have a [illegible] others a low and still others with an unconstitutional voice. The most obvious question is "why?"

It is merely the difference between persons in their coming to maturity. The age at which one begins to grow tall, how much one grows and when one stops growing are individual matters, with quite a deal at the start, narrowing down at the finish.

Although height is an individual matter, it is influenced a great deal by the weather. The tall, slender, angular type of person comes from tall, slender parents and grandparents. The short, stocky person comes from short, stocky ancestors. There too in a blending process; should one parent be tall and slender, and the other short and stocky or any combination of the above, the off-spring will necessitate a blend. Height is also a matter of health, diet, climate and vitamins— important items to remember.

The Endocrine Glands

To understand the function of the endocrine gland is of a direct personal interest in understanding teen-age growth and development; to understand why some youngsters are quick, slow, restless, or quiet; why some have good muscular co-ordination and therefore are good athletes, and others not.

These endocrine glands, also called the ductless glands, are soft masses of living tissue which secrete chemical substances called hormones. There is an entire chain of these glands placed in different parts of the body, from the head to the region of the hip. They send their products, hormones, through the blood stream from one place to another,[1] much as a chain of lakes supplies water over a wide spreading area of land. The hormones change us completely--the way our body grows, our sex development and the way we use our brains.

The Pituitary

The quarterback of all the endocrine glands is the pituitary, calling the plays that put the others to work, plus being responsible largely for height and growth in stature.

The pituitary, about the size of the little finger nail, or about the size of a large pea, is located at the base of the brain. The pituitary influences sexual development in that it helps start physical changes which bring about the activity of another endocrine gland called the gonads. The

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1. Jesse F. Williams, Text-Book of Anatomy and Physiology, p. 449.

The Endocrine Glands

In undersexed [illegible] of the [illegible] a direct personal interest in [illegible] and development; in numerous [illegible] [illegible] conditions, or quite; may come [illegible] condition and therefore [illegible].

Like endocrine glands, also called the [illegible] are soft masses of [illegible] ductless glands [illegible] ductless called hormones. Hormone is [illegible] glands of which glands in different parts of the body, [illegible] the region of the [illegible]. They send their products, hormones, through the blood stream that are alone to [illegible] a chain of lakes supplies [illegible] over [illegible] land. The hormones change us completely--the way our body grows, our sex development and the way we [illegible] our brains.

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---

1. Jesse F. Williams, Text-Book of Anatomy and Physiology, p. 449.

responsibility of the gonads is the development of the sexual organs, (penis and testicles) along with the production of the male sperm cells.

The Thyroid

Proceeding down the torso, we next find the thyroid gland, which, like a pair of boxing gloves, lie in the throat across the windpipe.

The thyroid could well be called the thermostat of the body, for it registers the oxygen intake and therefore indicates the use of heat and energy made by the body.[2] This measure is of a special interest to students who are taking part in athletics. Too little secretion of the thyroid hormone slows a person down, while over activation increases basal metabolism. Although the student may be abiding by the training rules, he may not appear to be in good physical condition. The reason may possible be the malfunctioning of the thyroid. The thyroid also plays a part in growth and sex development by having an effect upon excitability characteristics.

Sometimes the thyroid gland is slow and sluggish. In every class of ninth grade boys there are some who, because they lack sufficient thyroid substance, will make rapid progress toward maturity. Often there are the fatties; or perhaps they show their lack of thyroid hormone by a swelling

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2. Jennie Gregory, ABC of the Endocrines, p. 51.

[illegible]

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2. Canada Reports, [illegible] on the Constitution, p. [illegible].

in the neck called a goiter. Goiters of this sort are caused by a lack of iodine, the chief substance in the thyroid secretion, usually called by the doctors thyroxin. Thyroxin helps reduce the goiter, the overweight and sluggishness that accompanies it. But, if overweight is caused by heredity or wrong diet, (too many sweets, and starches, such as potatoes and rice, and not enough citrus and green vegetables), thyroxin will not help.

The Thymus

The thymus, lying just below the thyroid at the top of the breatbone seems to be a bit of a mystery. It seems to influence nutrition, energy, and in some way strikes a balance with sex development.[3] The more active the gonads and reproductive forces, the less active the thymus. This is the reason why masturbation reduces a person's energy, ability to learn, and to become outstanding in athletics, band or any other activity demanding an output of energy.

The Adrenals

Another pair of glands active in development are the adrenals. They set like two butter beans on top of the kidneys and supply, among other things, the quick energy which is often called "getting a second wind." The adrenals are the "fight" glands. They supply energy in the form of blood

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3. Charles H. Best, The Living Body: A Text in Human Physiology, p. 370.

in the book called a motto. [illegible] by a lack of iodine, [illegible] tion, usually called [illegible] make the pattern, the [illegible] center is. But, [illegible] dice, [illegible] ride, [illegible] will not hold.

Conclusion

The thyroid, hidden just below the [illegible] the hormone seems to be [illegible] anxiousness motivator, energy. [illegible] with sex development. [illegible] ductive forces, the [illegible] war mentorbation reduces [illegible] and to become orientating in [illegible] activity demanding an outlet of energy.

The Adrenals

Another pair of glands active in development are the adrenals. They sit like two little hats on top of the kidneys and supply, among other things, the [illegible] is often called "providing a second wind." The [illegible] the "fight" glands. They supply energy in the form of blood

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2. Charles H. Best, The Living Body: a Text in Human Physiology p. 370.

sugar or glycogen, (gluclose) which has been stored away in the liver for emergency, when extra strength is required.

Most persons, in times of anger or fright, have found themselves possessed with extra energy and ability, such as jumping over a high fence when chased by a bull in a pasture; or, in a football game when toting the ball to the goal line and feel the tackle breathing down your neck, you are able to run faster than ever. This extra strength and speed comes from the hidden reservoir of the adrenal glands.

The adrenal glands help in another way. When a person is in a fight or playing a rough hard game, this gland is at work. In case of an accident, if the skin is cut, the adrenal hormone helps the blood to clot, thereby stopping bleeding.

Anger, however, is a strange thing. It is given to people for their protection. For example, in the friendly jabbing of one another on the campus, or in general roughhousing which started happily, suddenly turns and anger flares. The old adrenals start working; the punches increase in violence, and someone gets hurt. Therefore, we must carefully guard ourselves against anger. If the person keeps calm, the adrenals will also keep calm.

Another thing to keep in mind, is when angry, excited, afraid, just before an athletic game or an important school test, it is highly beneficial not to try to eat. If the person must eat, the food should be light, not greasy, and well done. The meal should be consumed at least two hours before game time. In this state, the digestive machinery is temporarily

[illegible]

The adrenal glands [illegible]
[illegible] work. In case of an emergency, [illegible]
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Sugar, however, is a [illegible] fuel. [illegible]
for their nourishment. For example, if the [illegible] tackle
of one another on the campus, or in general [illegible] with
starved happily, students turn [illegible] sugar. Should
adrenalin cease working; the pancreas [illegible] in [illegible], and
adjusts [illegible]. Therefore, [illegible] effectively [illegible]
relieve [illegible] sugar. If the pancreas [illegible], the [illegible]
will also [illegible].

Another [illegible] to keep in mind, is when [illegible], [illegible]
afraid, just before an athletic game or an important [illegible]
[illegible]. It is highly beneficial not to [illegible] at [illegible]
must eat, the food should be light, and [illegible]. [illegible]
The meal should be consumed at least two hours before game
time. In this [illegible], the digestive [illegible] is [illegible]

and automatically shut-down, due to the action of the adrenal glands.

The same part of the nervous system that sets the adrenals to work in meeting emergencies also curbs the appetite and digestive juices. The blood that would ordinarily digest the food is needed by muscles in other parts of the body to help meet this emergency situation.

This stopping of digestive processes is the reason there must be pleasant conversation and a friendly atmosphere at mealtimes.

The Gonads

Of all the glands belonging to the endocrine system, the gonads are the most important to humanity.

The gonads are concerned primarily in the development of boys and girls into men and women.

The gonads in the male sex are called testicles. They are found in a double sac called the scrotum, suspended on the outside of the body below the penis.

In the male the gonads produce sex hormones called sperm. The gonads are similar to the half-back carrying the ball after the quarter-back (the pituitary) has called the play, for when the gonads start producing sperm, the pituitary slows up and the speed of growth in height becomes slower. Finally, between the age of 19 and 21, the normal height as an adult is reached. Some boys continue to grow until they are 25, but these boys are late in reaching their adolescence; in

and [illegible]

[illegible]

The [illegible]

[illegible]

[illegible]

[

other words, the gonads did not start to function until they were 16 or 17 years of age.

After the student knows the great importance the endocrine glands have in maturation, they should realize that other developments are taking place in the body, and that man is an organism--a very complex one. An organism, meaning in the simplest terms, a group of organs. Some of our organs have as a function the business of keeping the body healthy and growing. That is, they function to maintain the body. The stomach, the lungs, and the heart are examples of organs performing the function of maintenance.

Man, the human organism, behaves as a whole; this means that each organ in his body will be influenced by many other parts or organs. When such a group of various organs work together, they are called a system.

Circulatory System

The circulatory system refers to the blood system, which has a direct relation to the endocrine glands. Its purpose is to carry the hormones secreted by the glands directly into the blood stream, to the different parts of the body.

Many have watched or taken part in a game of baseball. At the beginning of the game, the pitcher may be doing very well; is able to control the ball and get it over the corners of the plate. Batters strike out, hit flies that are caught by the outfielders, or hit weak grounders that are easily fielded by the infielders.

other words, the muscle did not start [illegible] were 16 or 17 years of age.

After the student was [illegible] on — online [illegible] have in [illegible], they [illegible] other developments are [illegible] in the [illegible] man in [illegible] [illegible] in the [illegible] of [illegible]. [illegible] have as a function the [illegible] and [illegible] and power. Last [illegible] the stomach, the lungs, and the [illegible] performing the function of [illegible].

Now, the human organism, [illegible] that each organ in his body will be [illegible] by [illegible] parts or organs. When such a group of [illegible] to [illegible], they are called a system.

Circulatory System

The circulatory system refers to the blood system, [illegible] the a direct [illegible] to the [illegible]. The purpose is to carry the nutrients [illegible] by the [illegible] through the blood stream, to the different parts of the body.

Many have watched or taken part in a game of ball. At the beginning of the game, the pitcher may be doing very well; he able to control the ball and get it over the corner of the plate. Pitchers start out, but then they are caught by the outfielders, or hit such grounders that are easily fielded by the infielders.

As the game progresses, however, the same pitcher may be getting tired. It becomes harder for him to get the ball over the corners of the plate, to control his curves, or to throw his fast ball. Batters are walked. Other batters hit the ball out of the ball park or connect with clean hits.

Why has he, the pitcher, suddenly lost his ability, when his heart is still working as before, forcing the blood through the circulatory system? What happened to his energy? The answers to these questions appear to be complex, but it must be remembered that sleep, oxygen in the lungs, and food in the stomach are all part of the answer, with the blood carrying the energy developed in these different systems to the different muscles and nerves of the body.

The Heart

The heart is the pumping station for the blood, of which a person has approximately 5-1/4 quarts.[4]

While resting, the heart under ordinary conditions is pumping from 3 to 4.6 liters (7 to 11 pints) per minute, depending upon the size of the individual.[5] The volume per minute increases greatly when doing strenuous work, or playing a fast game of basketball, football, or other active sport. Then the heart is pumping approximately 35 liters (39 quarts) of blood per minute.[6] This minute volume of the heart is

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4. D. J. Cunningham, Text Book of Anatomy, p. 792.

5. Charles Herbert Best, The Living Body: A Text in Human Physiology, p. 84.

6. Loc. cit.

[illegible]

[illegible]

[illegible]

raised by increasing the output per beat, and usually by increasing the number of beats per minute as well. In persons of poor muscular development, the heart rate accelerates in response to exercise, to a greater extent than in those of athletic build.[7] That is, the non-athletic type of person, in order to increase his volume of blood per minute, depends upon increase in heart rate to a greater extent than the athletic person. In some athletes, for example, the minute-volume may be increased several times with little or no change in heart rate.[8] In addition to hard work and playing strenuous games, the minute-volume of the heart is also increased during digestion of food, high environmental temperatures and during emotional excitement. Other examples can be added to this list.

The heart is approximately the size of a person's fist: about 5 inches long and 3-1/4 inches broad.[9] The heart is divided into four different parts, and is not located on the left side as is the common belief, but in the center of the chest cavity, with the point in the direction of the left side. Two parts of the heart called "ventricles" have exhaust functions, and the other two parts called "auricles" have intake functions. The auricles are the top two sections, and the ventricles the bottom two.

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7. Loc. cit.

8. Loc. cit.

9. Cunningham, op. cit., p. 792.

raised by increasing the output per beat, or by [illegible] increasing the number of beats per minute [illegible]. [illegible] of poor muscular development, the heart [illegible] responds to exercise, [illegible] athletic build.[7] [illegible] In order to increase his volume of blood [illegible] upon increase in heart rate [illegible] the person. In some athletes, for example, the minute-volume may be increased several times with little or no [illegible] heart rate.[8] In addition to [illegible] rate, the minute-volume of the heart is also increased during exercise by [illegible] additional contraction. Other [illegible] are included in this list.

The heart is approximately the size of a [illegible] fist: about 5 inches long and 2-1/2 inches broad.[9] The heart is divided into four different parts, and is not located on the left side as is the common belief, but in the center of the chest cavity, with the point in the direction of the left side. The parts of the heart called "ventricles" have exhaust functions, and the other two parts called "auricles" have intake functions. The auricles are the top two sections, and the ventricles the bottom two.

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7. Loc. cit.

8. Loc. cit.

9. Cunningham, op. cit., p. 722.

The right ventricle forces the blood through the arteries to the lungs, where the blood picks up the oxygen; then, the veins return the blood from the lungs to the left auricle. The blood then passes through a valve into the left ventricle and is forced to the different parts of the body through other arteries. The right auricle receives the blood from the body, and it then passes through another valve into the right ventricle where it again is forced into the lungs. This is a continuous process, with the blood making a complete circulation approximately every 1-1/4 minutes.

The circulation time of the blood through the boyd (from left ventricle to right auricle) is on an average something like a minute. The circulation time through the lungs (from right ventricle to left auricle) is about twelve or fifteen seconds. This means that twice in every minute and a quarter the heart must pump all the blood in the body through itself.[10]

Those who have had a physical examination prior to playing football, or for some other reasons, know that the blood pressure was checked. This is a measure of the force that the heart is sending the blood through arteries, and is measured similar to the method used in measuring air pressure. Atmospheric pressure will support a column of mercury 30 inches high at sea level; the blood pressure of an average boy 14 years of age is 107.[11] This means that the blood will support

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10. John W. Ritchie, Human Physiology, p. 145.
11. Luella Cole and J. B. Morgan, Psychology of Childhood and Adolescence, pp. 23-24.

The right ventricle forces the blood [illegible] the lungs. There the blood [illegible] the veins return to [illegible] the blood then [illegible] and is forced [illegible] arteries. The right ventricle contracts [illegible] while the left ventricle [illegible] blood throughout the body. [illegible] throughout [illegible] approximately every 1-4/5 minutes.

The circulation time of the blood through the body (from left ventricle to right auricle) is about twelve seconds. The circulation time through the lungs (from right ventricle to left auricle) is about twelve seconds. This means that twice in every minute and [illegible] the heart must pump all the blood in the body through itself.[10]

Those who have had a physical examination prior to playing football, or for some other reason, know that a blood pressure was checked. This is a measure of the force that the heart is sending the blood through arteries, and is measured similar to the method used in measuring air pressure. Arterial pressure will support a column of mercury 120 inches high at sea level; the blood pressure of an average boy 14 years of age is 120.[11] This means that the blood will support

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10. John M. Gibbons, Human Physiology, p. 144.
11. Lucile Cole and G. E. Morgan, Physiology of Childhood and Adolescence, pp. 23-24.

a column of mercury 107 millimeters in height, or 4.2 inches. Of course, if the person is overweight the pressure will be higher, and if underweight, it will be below the 107 average for a 14 year old boy.

During the growth from childhood to adulthood, the arteries changed both in size and elasticity. When a person is 5 years old the blood pressure is approximately 76, at the age of 10 about 95, at 13 it advances to 100, at 15 it is about 112 and when the age of 18 is reached it will be around 115.[12] The blood pressure continues to rise as an individual progresses through the teen-years, and the pulse rate (heart beat) becomes gradually slower.

The normal rate of heart beat at birth is 160 per minute decreasing to the average of 72 times per minute for an adult. As an individual matures his heart drives the blood with greater force, but does not beat as often.

Respiratory System

Almost everyone is aware of the importance of the gas tank to the car, tractor or scooter. Without gas they will not run, and the better the grade of gasoline used the better the performance will be. The lungs perform the same functions for the body as the gas tank does for the automobile.

When a youngster has a date and has borrowed his Dad's or someone elses car, before arriving at the girl's home, the

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12. Ibid., p. 24.

a column of mercury [illegible]
of course, [illegible]
bigger. [illegible]
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
[illegible]
The blood vessels [illegible]
[illegible]
[illegible]

The normal [illegible]
decreasing [illegible]
[illegible]
[illegible]

Resuscitation Drills

Most everyone [illegible]
back to life [illegible]
not [illegible] and the rubber [illegible]
the performance will be. [illegible]
for the body as the gas [illegible]

When a youngster has a [illegible]
or [illegible] [illegible]

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12. Ibid., p. 24.

all important gas gauge is checked to see how far the car will go. But, do youngsters check the way they use their lungs, and realize the importance they have to running the body? If not, now is the time to start.

In the study of the circulatory system, it is found that the blood was first pumped to the lungs--to the lungs, even before the brain. This should signify the importance of these organs.

The major duty of the lungs is twofold: first, to place a supply of warm oxygen in position for the blood to absorb, and second, to remove the carbon dioxide from the blood and return it to the atmosphere.

The approximate proportions of air inhaled per one hundred pounds are:

Oxygen	21 lbs.
Nitrogen	79 lbs.
Carbon Dioxide	.04
Other gases	a trace

but when the air exhaled is tested, the approximate proportions per one hundred pounds are:

Oxygen	16 lbs.
Nitrogen	79 lbs.
Carbon Dioxide	3.99 lbs.
Other gases	a trace[13]

Oxygen is one of the major sources of energy used by the human body.

The larger the lung development, the greater the supply

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13. Marie C. Stopes, The Human Body and Its Functions, p. 37.

all important processes in [illegible] will go. But, do you know about [illegible] lungs, and realize the importance [illegible] to us? If not, now is the time to learn.

In the study of all this [illegible] the blood was [illegible] before this breath. [illegible] oxygen.

The major part of the lungs is [illegible] a supply of warm oxygen in [illegible] and second, to convey the carbon [illegible] returns it to the atmosphere.

The approximate proportion of air inhaled per one hundred pounds was:

Oxygen	[illegible] lbs.
Nitrogen	[illegible] lbs.
Carbon Dioxide	.02
Other gases	[illegible] trace

But when the air exhaled is tested, the proportions proportions per one hundred pounds are:

Oxygen	15 lbs.
Nitrogen	[illegible] lbs.
Carbon Dioxide	2.25 lbs.
Other gases	[illegible] trace

Oxygen is one of the major sources of energy used by the human body.

The larger the lung development, the greater the energy

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10. Marie C. Stopes, The Human Body and Its Functions, p. 17.

of oxygen which will be offered to the blood. They supply can be increased in a number of ways. First, the habit of practicing exhaling and inhaling at least twenty times before retiring and again in the morning should be formed. This practice will not only increase the size of the chest, but will also supply the brain with additional energy, increasing the efficiency in mastering school lessons, solving daily tasks or being more proficient in play and hobbies.

Second, a person should refrain from breathing foul air as much as possible. Where is foul air found? In the pool room, the picture show, the card room, dance hall or any other crowded place. Everyone knows that a classroom, with poor ventilation, will cause the occupants to lose interest in the lesson and become sleepy, because the supply of oxygen is below standard; therefore, the above mentioned crowded conditions also lower one's ability to think wisely.

Before a child is born, its supply of oxygen and food is derived from the mother, through an astonishing arrangement whereby the blood of the child comes close to that of the mother (no actual mixing), as the baby unloads his supply of carbon dioxide into the mother's blood, to be eliminated through her lungs.[14] At the same moment the carbon dioxide is discharged, there is an intake of oxygen.

At birth, the lungs are solid like the liver.[15] No air

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14. Arthur I. Brown, God and You, p. 57.

15. Cunningham, op. cit., p. 983.

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14. Anthony L. Komaroff, Sick and Tired, p. 27.

15. Cunningham, op. cit., p. 2[illegible].

has ever entered them, but they have large, latent possibilities. They look like complicated sponges, with millions of air sacs, opening into tiny funnels, these into larger tubes, and this in turn to still larger ones, until they all end in the two largest, the right and left bronchi. These are joined to the wind-pipe.

When the baby is born, with a loud cry, it takes in its first supply of air. The balloon-like sacs, the lungs, distend as the bellows, moved by twenty-four levers of bone, do their work. The lungs will never again be deflated. About two pints of air will always be left in the lungs even after frocible expiration.[16] Following a deep inspiration, approximately one gallon of air can be expelled forcibly.

More work requires more fuel; more fuel requires more air. So, when a person works hard, he pants, that is, the bellows work faster and keep up the pace until normal proportion of carbon dioxide is restored to the little air sacs.

Like the cavities in which they are placed, the two lungs are not exactly alike. The right lung is slightly larger than the left, in the proportion of about 11 to 10. The right lung is also shorter and wider than the left lung. The difference is due to the great bulk of the right lobe of the liver, which elevates the right cupola of the diaphragm to a higher level than the left, and likewise to the heart projecting more to the

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16. Brown, op. cit., p. 59.

left than to the right, and thus diminishing the width of the left lung.[17]

The surface of the lung presents a discolored appearance. The ground color is a light slate-blue, but scattered over this there are numerous dark patches of various sizes, and also fine dark intersecting lines. The coloration of the lungs differs considerably at different periods of life. In early childhood the lung is rosy-pink. The darker basic color and the dark patches of the surface, which appear later, are due to the breathing of atmospheric dust, and very small particles of soot. The color of the adult lung, in many cases, is almost black. The color of the lung, therefore, depends to some extent upon the purity of the atmosphere which is inhaled.

Another fact about the lungs, which few lay people know, is that they are not single units; the left lung is divided into two major parts, and the right lung into three different sections.[18]

The Digestive System

As created, man was given two eyes, two ears, but only one mouth. How many people have ever stopped to consider the reason why. Could it be that man was made to see and listen, and then consider the consequences of what he heard and saw before speaking? Or that man should see and hear twice as

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17. Cunningham, op. cit., p. 983.

18. Loc. cit.

much as he speaks? Of course, the other function besides allowing verbal sounds to omit from the mouth, is that the opening provides a place for the intake of food.

The food that enters the mouth travels through a digestive tube approximately thirty feet long, (the greater part of which is coiled up in the abdomen), before it leaves the body as fecal matter at the anus. Within this digestive track is carried on the necessary transformation of ingested complete food substances into the simpler, diffusible substances which may pass into the blood stream and be distributed to the cells of the body.[19] The changes are both physical and chemical and constitute the digestive processes; the organs which take part in them form the digestive system.

These changes can be classified into two groups.

(1) Those concerned with the moving of the foods along and through the digestive track, slowly enough for all the necessary changes in each organ to be accomplished, and yet fast enough so that proper absorption shall take place.

(2) That group which is concerned with the breaking up of the food into particles small enough to diffuse through the wall of the digestive tract into the body fluids.[20]

Food is any substance taken into the body to yield energy, to build tissue, and to regulate body processes.

All of the body activities require a certain amount of energy; this energy is supplied by food. The energy released

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19. Diana C. Kimber, Text Book of Anatomy and Physiology, p. 478.

20. Ibid., pp. 478-479.

in cells during the interaction of oxygen and food is present in the form of potential energy, binding the atoms into molecules and the molecules into larger masses.[21] The splitting of these complex molecules into smaller and simpler ones releases this energy as kinetic energy. Food material, over and above what is needed for this purpose, is stored in the body either in the form of glycogen or as fat. This may be thought of as reserve fuel which, when needed, is oxidized to release energy.

The functions of the stomach are to hold food while it undergoes certain mechanical and chemical changes--the food being reduced to a semi-liquid condition. Another function is to secrete gastric juice, and at frequent intervals to pass small amounts of the semi-liquids into the intestine.[22]

The shape and position of the stomach are modified by changes within itself and in the surrounding organs. These modifications are determined by the amount of the stomach contents, the stage of digestion which has been reached, the degree of development and power of the muscular walls, and the condition of the adjacent intestines.[23]

The stomach is never entirely empty but always contains a little gastric fluid and semi-liquids. When contracted, the shape as seen from the front, is comparable to that of a

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21. Loc. cit.

22. Ibid., p. 515.

23. Ibid., p. 488.

sickle. The size of the stomach is dependent on the amount of its contents.

The time required for stomach digestion depends upon the nature of the food consumed, and the emotional state of the individual. Under normal conditions, liquids taken on a so-called empty stomach pass on through promptly. Small test-meals may remain one to two hours, but average meals probably stay in the stomach from three to four and a half hours.[24]

An investigator fed rats with foods of different colors and found that the portions which had been eaten successively were arranged in definite layers. The food consumed first lay next to the wall of the stomach, while the succeeding portions were arranged regularly in the interior in concentric layers.

This was interpreted as evidence that the cavity of the stomach is only as large as its contents. The first portion of food filled it entirely; successive portions were received into the interior because the wall layer was occupied.[25]

The stomach when completely full, varies in length from ten to thirteen and a half inches; its diameter from three and one fourth to six inches, and its capacity from one and a half to five pints.[26]

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24. Ibid., pp. 537-538.

25. Loc. cit.

26. Cunningham, op. cit., p. 1053.

middle. The [illegible] of the [illegible] is [illegible] of 12m concrete.

The [illegible] for [illegible] the nature of the [illegible] are industrial. [illegible] co-ordinated [illegible] tor-model [illegible] probably stay in the [illegible] house.[24]

In investigations [illegible] and found that the [illegible] were arranged in different layers. The [illegible] lay north to the wall of the [illegible] portions were arranged [illegible] to [illegible] into layers.

This was interpreted [illegible] storeroom in only so large as [illegible] of food filled in entirely [illegible] into the interior because the wall layer was [illegible].[25]

The storeroom when completely full, would be [illegible] ton to thatched roof a high tendency [illegible] and one forced to [illegible] and [illegible] half to five years.[26]

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24. Ibid., pp. 327-336.

25. Loc. cit.

26. Gunningham, op. cit., p. 1029.

CHAPTER II

PHYSICAL GROWTH AND DEVELOPMENT

Growth is the basis of all change. If a person did not increase in height and weight, if his muscles did not become strong, if his sex organs did not grow, if his brain did not mature, if his internal organs did not increase in size and efficiency to meet the requirements of an enlarged body, he would never become an adult.

The progress and development of the physical self is more important than the number of calendar years lived on this earth. In other words, the age of a person's physical development is more important than his chronological age. Examples of these statements are found in everyday life, but especially in athletics.

Ninth grade boys who are outstanding in sports are usually those who weight more, and are taller than the average ninth grader. On a football team, the coach pays very little attention to the age of his players; size, speed and muscular coordination are his number one interest. Also, consider boxing. Physical development is the basis for the different classes in this sport. Chronological age means very little expecially to the promoters of professional boxing.

In the calendar year, individuals have two basic growth periods: from April to August during which time there is an increase in height and from July to December in which the increase is predominantly in weight.

Height and Weight

A youngster's growth is divided primarily into three different cycles:

(a) From birth to two years of age,

(b) Between the years of 10 and 12, and

(c) In the early teens from 14 to 17 years of age.

However, boys and girls differ slightly in their periods of growth.

In the last stage, most youngsters desire to know how tall they will be when they reach their maximum growth. It must be remembered, as the following figures are considered, that growth and development are influenced by a number of different items such as: how much sleep is received, type of food eaten, the air breathed, emotional well being, the functioning of the endocrine glands, and hereditary characteristics.

Dr. F. K. Shuttleworth,[1] presents the following estimates, for the average boy of North European stock, with a probable error of one inch.

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1. F. K. Shuttleworth, Monograph of the Society for Research in Child Development, Volume 4, Number 22, 1939, pp. 61-62, as quoted by Luella Cole and J. B. Morgan, Psychology of Childhood and Adolescence, p. 8.

Height at 14.5 yrs.	Height when Adult	Height at 15.5 yrs.	Height when Adult
52 in.	64.0 in.		
54 in.	64.8 in.	54 in.	62.5 in.
56 in.	65.7 in.	56 in.	63.5 in.
58 in.	66.5 in.	58 in.	64.7 in.
60 in.	67.4 in.	60 in.	65.7 in.
62 in.	68.3 in.	62 in.	66.8 in.
64 in.	69.1 in.	64 in.	67.9 in.
66 in.	70.0 in.	66 in.	69.0 in.
68 in.	70.8 in.	68 in.	70.1 in.
70 in.	71.5 in.	70 in.	71.1 in.
72 in.	72.6 in.	72 in.	72.2 in.

If a rough graph is made of these figures, it may be noticed that the "shortie" of 14.5 years of age will probably add 14 inches to his height before he stops growing, while the "big boy" who is 72 inches tall when he is 14.5 years old will probably only add 1/2 inch to his height. These figures are based on a study made in 1939, and pertain to the average. However, in general, the population in every country has grown taller and heavier during the last century, presumably because of improved health habits, fewer illnesses, and better diet. This trend was blocked in the war countries, but the people in the United States continued to become heavier and taller even during that period.

The differences in height or weight at birth are small, but in favor of the boys. Girls average 19-1/2 inches in length and 6 lbs. in weight while boys average 20 inches in length and 8 lbs. in weight. Girls remain about 1-1/2 inches shorter and 2 pounds lighter than boys of the same age throughout childhood, or until 10 or 11 years of age.[2]

The differences are not great, but they are enough to give small boys a slight advantage in size, weight, strength and leverage over small girls; an advantage boys exploit to the fullest during these years.

In the past, boys have led the girls in growth but in the last part of the seventh grade, during the eighth and the summer between the eighth and ninth, the girls have entered their pre-adolescence growth cycle since they mature approximately two years sooner than boys. At the commencement of the ninth year of school the boys realized that something has happened because the girls of the eighth grade and below are now taller than the boys, and more interested in the actions and ways of the upperclassmen, while the boys were still less mature and desired to play boyish games.

A boy should not be alarmed because of this fact, as he is entering his adolescent growth cycle, and by the time he is a senior, will again, probably, be taller than those girls who were smaller than he in the seventh grade. At 20 years

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2. Cole and Morgan, op. cit., p. 6.

of age boys will have an average superiority of 5 inches in height and 15 pounds in weight over girls; at 20 boys are not through growing. Girls usually complete their growth in height by the time they reach the age of 18.[3]

It is not to be assumed, of course, that every boy, at all childhood ages, is taller and heavier than every girl, as it could not be assumed that every adult male is taller than every adult female. The whole matter of height and weight is complicated by the functioning of the endocrine glands, racial stock, sleep, diet, and environmental factors.

Skeletal Growth

The skeleton serves to support the softer structures such as muscles, which are grouped around and attached to it, and also affords protection to many of the delicate organs which are lodged within its cavities.

The bones are the principal organs of support, and the passive instruments of locomotion--movement, such as walking. The bones form a framework of hard material to which the skeletal muscles are attached. This framework affords attachment for the soft parts, maintains them in position, shelters them, helps to control and direct varying internal pressure, gives stability to the body as a whole and preserves its shape. The bones and cartilages form joints which may be movable, and when they are movable they act as levers for movement.

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3. Ibid., p. 7.

of age boys will have an average [illegible]
height and 15 months in weight, [illegible]
through growth. [illegible]
height by the time they [illegible].

It is not so [illegible]
all children [illegible]
as it could not be [illegible]
than every [illegible]
might be conditioned by the [illegible]
glands, social [illegible].

Skeletal Growth

The skeleton serves to support the [illegible]
such as muscles, which [illegible]
and also affords protection to [illegible]
which are lodged within the [illegible].

The bones are the principal [illegible]
passive instruments of locomotion [illegible]
ing. The bones form a framework of hard [illegible]
the skeletal muscles are attached. This framework affords
attachment for the soft parts, maintains [illegible]
skeleton does, helps to control the blood [illegible]
pressure, gives stability to the body [illegible]
its shape. The bones are [illegible] movable, and when they are movable they act as levers for [illegible] muscle.

3. Ibid., p. 7.

Certain cells found in bone-marrow are intimately associated with development and production of some of the corpuscles of the blood.[4] Blood cells are formed in the bone marrow.[5]

Skeletal growth is measured not only by the hardness of the bones, but also by an index based upon what percentage of the wrist area is ossified and by a simple measurement of how large the bones are.[6]

The wrist is composed of eight small bones, united by ligaments, arranged in two rows, and closely joined together.[7]

The bones of the palm of the hand are five in number, and the bones of the fingers total fourteen, or the total number of bones of the wrist, palm of the hand and fingers total twenty-seven.[8]

A person's bones make up 1/4 of his weight, and the number of bones forming the skeleton varies according to age.

At birth there are 270 bones in the human body; at fourteen, the number of bones totals 350 and when adulthood is reached there is a total of 206 bones. What is the reason for the difference in numbers for the different ages? Briefly, at birth, each long bone is first formed of cartilage; as a

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4. Cunningham, op. cit., p. 69.
5. Kimber, op. cit., p. 62.
6. Ibid., p. 16.
7. Kimber, op. cit., p. 91.
8. Ibid., p. 201.

person becomes older, the cartilage ossifies, and bones become denser, harder, and more brittle. The difference between the 350 at 1¼ years of age and 206 for the adult lies in the fact that a large number of the partly ossified cartilages, which have been counted as bones, join together to form the four different types of bones found in the adult; namely, long, short, flat and irregular.

When girls are four years old, already they are nearly a year ahead of boys in their skeletal age; at eight, they are a year and a half in advance, and during adolescence they are approximately two years ahead. At the age of fourteen, a girl's bones are almost matured and at seventeen they are entirely matured.[9]

At all ages from birth to adulthood, a larger percentage of the wrist area is hardened in the average girl than in that of the average boy. However, in mere size of the bones, girls exceed boys only very slightly, up to the age of fourteen. From then on, the boys' wrist bones, though still less dense than those of girls, become larger and continue to grow long after the girls have stopped growing. At maturity both sexes have equal development in regard to density and hardness, but men's bones are larger.[10]

The teeth also have characteristic growth rates. The permanent teeth begin pushing out the baby teeth when a child

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9. Ibid., p. 16.

10. Loc. cit.

is five or six years of age. From that time on until the early years of adolescence, a child acquires one or two teeth each year.[11] The average thirteen year old has 26 or 27 of his 32 teeth. As in all kinds of physical development, the girls are in advance of the boys. The girls teeth come out earlier; therefore, at all ages they have a greater number of teeth. The second molars usually erupt at the beginning of adolescence and the third molars, or wisdom teeth, at some time after seventeen years of age. Why are these teeth called wisdom teeth? Could it possibly be that at this age a youngster should have acquired enough experiences in life to profess the wisdom of an adult?

The cutting of molars is often a painful process, and these teeth may cause both dental trouble and emotional stress when they arrive.

Proportional Growth

It is a known fact that adults differ greatly as to height, weight, and physique. It is no wonder that, being so different at maturity, people should also differ in the ways they reach maturity.

In a perusal of the students in a classroom, one can see all types of body build. It can be seen that people are at different steps in their growth. Just as people at fifty differ

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11. P. Cattell, "Dentition as a Measure of Maturity," Harvard Monograph in Education, Number 9, 1938.

[illegible]

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from one another, differences of an even greater degree are found in adolescents in the early, middle or late teens.

Each person's body grows along its own pattern. As long as the body is healthy and stays in its own pattern, the child is "normal." He is growing as he should. However, what is normal for one person may not be normal for another.

Perhaps it is normal for one person to be 5' 11" tall and to weigh 120 lbs., when he is 15, while it is also normal for another, to be 5' 6" tall and weigh 120 lbs. when he is 15. One person may be taller or develop more rapidly than another, and weights may differ to a marked degree, but if he is happy and healthy he is normal. "Only the average and the normal facts are to be considered."[12]

The various parts of the body grow at different rates and reach their maximal development at different times. The head, for instance, does the major part of its growing before birth, and soon after. At birth the length of the head is equal to 1/4 the length of the entire body.[13]

During childhood it grows slowly in all dimensions and then increases its rate to achieve its final size between the ages of nine and ten. By the time a child is three years old, his head has attained 86% of its adult length, 85% of its adult width, and 91% of its adult height.[14] At three years of age,

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12. Bernice L. Newgarten, High School Life, p. 93.

13. Ibid., p. 18.

from one another. Differences of [illegible]
found in deformities in the body, [illegible]

Each person's [illegible]
as the body is modified [illegible]
is thought. He is [illegible]
normal for one part or [illegible]

[illegible] is normal for [illegible]
to weigh 120 lbs., while [illegible]
another, to be 97 [illegible]
One person may be taller or [illegible]
and weights may differ to [illegible]
and individuals be in normal. [illegible]
facts are to be considered.[12]

The various parts of the body [illegible]
and record their mutual development [illegible]
head, for instance, does the major part of its growth before
birth, and then [illegible] [illegible]
equal to 1/4 the length of the entire body.[13]

During childhood it grows slowly. In all the bones and
then increases its rate to achieve the final size between 4
ages of nine and ten. By the time a child is three years old,
his head has attained 80% of its adult length, 90% of its adult
width, and 95% of its adult height.[14] [illegible]

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12. Dorothe L. Fowlerton, Kids Around Kids, p. 55.
13. Ibid., p. 16.

the remainder of the body has grown sufficiently to make the head only 1/5 of the total height. During adolescence the head is 1/6 of the total height and in adulthood it is 1/7.[15]

At birth the brain comprises 1/8 of the body's total weight and at maturity only 1/40. At the age of sixteen, the brain has matured completely in size, but size only.

The long bones in the arms and legs are extremely short at birth, remain comparatively short during childhood, and then lengthen quickly just before or during adolescence. The trunk of the body is relatively long at birth, grows rapidly at first, little during the remaining years of childhood and early adolescence, and finally lengthens as adulthood is approached.

The face also grows, slowly in childhood and then more rapidly in length and depth in the early years of adolescence. Growth in width is gradual. The upper part of the face usually develops faster than the lower, and the jaw is commonly the last feature to attain its adult size and angle. The nose does not conform to the other characteristics of the face, however, as it is the first part of the skeletal body to mature.

As may be realized by now, growth is a complete matter. It seems to follow some general principles, but the individual

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14. M. S. Goldstein, "Changes in the Dimensions and Form of the Face and Head With Age," American Journal of Physical Anthropology - 22, p. 37.

15. Loc. cit.

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14. M. D. Goldsteinas "Changes in the Circulatory Apparatus of the Face and Head with Age." Archives Anatomii, Histologii i Embryologii - 22, p. 17.

15. Loc. cit.

variations within a group of boys or girls are always large. The increase in height and weight is, in general, of a four-phased type that begins with a rapid growth in infancy, is followed by a period of regular but slow growth in early and middle childhood, and then by a period of rapid growth just preceding adolescence, and finally by another period of slow increase during later adolescence and early maturity.[16]

One of the basic reasons for the final slow increase during later adolescence and early maturity is the action of the gonads and the pituitary glands. At approximately the age of twelve, in girls, the gonads begin to function. This brings about the development of the breasts, sex organs, and pubic hair. This action of the gonads causes the pituitary to slow down; therefore, the rapid increase of a girl's growth in height is terminated at 12 years.

Under normal conditions, however, the boy does not start to develop until the fourteenth year. The growth of his sex organs and body hairs, i. e. pubic, arm pits, chest and beard, are controlled by the gonads and pituitary glands, as to their size and the time when they will reach their full growth.

The information some boys acquire from older boys, or wishful thinking by one's self, that by masturbation the size of the penis is increased, is erroneous, fails to have scientific background, and can be discarded as a plausible excuse

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16. Ibid., p. 14.

for justifying the act of masturbating. Another fact regarding masturbation is that there is an aroma or odor connected with it that can be detected by others. The seminal fluid ejaculated at the climax of the act of masturbation has an aroma, which the person performing the act cannot detect, because he is a part of the act.

An example substantiating this principle is connected with smoking. A person who has smoked within an hour or so, cannot detect, by smell, the odor of tobacco on another person who has smoked recently; but, a person who is a non-smoker can detect immediately the smell of tobacco on the recent smoker.

CHAPTER III

REPRODUCTIVE ORGANS

Questions concerning a boy's increased interest in girls, and that all important and at times almost uncontrollable sex urge will remain unanswered if he does not have command of the correct terminology. The following study of the male and female reproductive organs may assist these youth in consulting their parents or some other adult when they are confronted with a conflict arising from the physiology of the sex organs.

Adolescence is considered as the time of life between childhood and full-grown maturity (adult size). It may be roughly considered as being between twelve and eighteen years. The time when marked bodily physical changes begin, to approximate physical and mental maturity.

Adolescence is differentiated from any other period in life by several characteristics. Perhaps the major one is that it is the time at which a boy first ejaculates the male seminal fluid in the nocturnal emission. Along with the rapid physical growth, there is marked emotional change. This rapid physical-emotional growth gives rise to many problems--increased interest in social relations, especially with the opposite sex.

Puberty is the age period when childhood ceases and adolescence begins. It is characterized by the development of the reproductive system (sex organs) to the point where as stated previously, for the first time a boy is capable of

CHAPTER III

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Puberty is the age period when children cease [illegible] adolescence begins. It is characterized by the [illegible] of the reproductive organs (sex organs) to the point where as stated previously, for the first time a boy is capable of

producing the mature cells necessary for reproduction. Puberty is also marked by the gradual appearance of the secondary sex characteristics. In the male the larynx increases in size and accentuates the prominence called "Adam's apple;" the voice changes; the external genitals grow somewhat rapidly; and, hair grows on the face and other parts of the body.[1] These changes are not accomplished at once, but continue for a number of years, known as the adolescence period.

Male Reproductive Organs and Functions

Penis[2]

The external or visible part of the penis consists of a body, prepuce, head, and foreskin. At the tip of the prepuce is the opening of the urethra. The entire organ is covered with a rather loose, thin and elastic skin which extends as a double fold over the head. The entire surface of the penis, and particularly the head, is richly supplied with nerve endings and is very sensitive to contact.

Ordinarily the penis is limp and hangs down rather loosely in front of the scrotum. In this condition the foreskin projects over the head so that the head is almost completely covered, (circumcision removes the foreskin). During sexual excitation and the process of erection, the penis changes in

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1. Kimber, op. cit., p. 683.
2. Hannah Stone and Abraham Stone, A Marriage Manual, p. 31.

size and direction; it becomes rigid, tense, enlarged and elevated. The foreskin is retracted so that the head becomes exposed. This change is made possible by the peculiar sponge-like structure of the organ. All through the penis there are a large number of small spaces. When these spaces are empty and their walls collapsed, the organ is soft; when they become distended with and increased inflow of blood, the penis becomes firm and erect. Its blood vessels, the arteries and the viens, are so constructed that they can allow an increased inflow and a diminished outflow of blood at the same time, so that all the spaces become enlarged. In addition there is a great deal of elastic tissue in the penis which permits a considerable change in the dimensions of the organ. The penis does not have a bone in it as some boys believe.

The size of the penis is subject to marked individual variations. There is no definite correlation between the size of the body and that of the penis. The size of the penis has no relation to an individual's sexual power.

Testes

The male reproductive glands, the testicles or testes, are a pair of somewhat oval, (egg shape), slightly flattened bodies of whitish color, measuring about 1-1/2 inch in length, 1 inch wide, and 1 inch thick. Each testicle is placed within the scrotum in such a manner that its long axis is directed upwards. Usually the left gland occupies a lower level than the right, and is frequently larger in size.[3]

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3. Cunningham, op. cit., p. 1159.

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[illegible] no relation to an [illegible] [illegible].

Feeding

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are a [illegible] of [illegible] [illegible] [illegible], [illegible]
[illegible] of [illegible] [illegible], [illegible] [illegible]
[illegible] [illegible], [illegible] [illegible]. [illegible]
in the [illegible] [illegible] [illegible] [illegible]
[illegible]. [illegible] the left [illegible] [illegible]
the right, and is [illegible] [illegible] [illegible].[3]

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3. Chamberlain, op. cit., p. [illegible].

The testes have two main functions: First, they produce the testosterone which bring about emotional and physical changes at puberty; second, when mature, they produce the sex cells (sperm or spermatoza). They are made up of numerous chambers separated by partitions, each chamber containing from three to six small coiled tubes. Within these tubes the sperm cells are manufactured.[4]

The testes do not change in size, after they reach maturity. The scrotum, or the pouch in which they lie, is subject to expansions and contractions. In warm weather, for instance, or after a hot bath, the scrotum becomes relaxed and the testicles are lower; in cold weather, on the other hand, the muscles of the scrotum contract and bring the testes higher up and nearer to the body, so that it may seem as if the glands have actually grown smaller in size. The object of this mechanism is to maintain the testes in the most suitable temperature, for they are very sensitive to heat and cold and require protection from environmental changes.[5]

Scrotum

The scrotum is a sac covered with skin, continuous with neighboring parts of the body. The scrotal sac is divided by a partition through the center, and each side contains a testicle. The function of the scrotum is to hold the testes.

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4. Educational Services of the Minnesota Department of Health, Units in Personal Health and Human Relations, p. 136.

5. Stone and Stone, op. cit., p. 26.

The testes have two main functions, first, they produce the testosterone which [illegible] and secondly, they change at puberty, [illegible] germ cells (sperm or spermatozoa). [illegible] characters [illegible] by [illegible] these to the [illegible] cells are produced.[1]

The testes do not occupy [illegible] position, [illegible] naturally. The scrotum, or [illegible] subject to [illegible] temperature. [illegible] Instead, on [illegible] and the testicles are lower [illegible] hand, the muscles of the scrotum [illegible] higher up and nearer to the body, so that [illegible] the glands have normally [illegible] of this mechanism is to maintain the [illegible] while [illegible] cells and [illegible] glands have [illegible] of sperm.[2]

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1. Endocrinal Functions of the Mammalian Organisms of Reproduction, Making in Internal Health and Human Relations, p. 324.

2. Stone and Stone, op. cit., p. 26.

The muscles of the scrotum relax or contract depending on heat and cold. The scrotum is located outside the body because human sperm cells cannot develop in the higher temperature within the body.[6] The temperature of the scrotum is a few degrees lower than that of the inside of the body, and this lower temperature is essential for the proper functioning of the testes.[7]

The scrotum in which the testes are placed, varies much in appearance in different individuals, and even in the same individual, at different times. As the result of cold or of exercise, the wall of the scrotum becomes contracted and firm, and the skin covering is wrinkled; at other times, the wall may be relaxed, the scrotum then assuming the appearance of a bag. The left side of the scrotum reaches to a lower level than the right, in correspondence with the lower level of the testicle on that side of the body. The skin covering the scrotum is of a darker color than the general skin of the body, and is covered by hair.[8]

Epididymis

The testes are made up of a large number of fine hair-like tubules in which the sperm are formed. These tubules gradually join together and then emerge at one side of the testicle to form a special organ called the epididymis.[9]

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6. Educational Services of the Minnesota Department of Health, op. cit., p. 136.

7. Stone and Stone, op. cit., p. 26.

8. Cunningham, op. cit., p. 1169.

9. Educational Services of the Minnesota Department of Health, op. cit., p. 138.

The epididymis is composed of fine, closely coiled tubes. These tubes within the epididymis may be anywhere from 12 to 48 inches in length and are lined with fine hair-like structures, which sweep the sperm cells along into the vas deferns.[10]

While the epididymis itself is only about two inches long and a quarter of an inch wide, the tube of which it is made up is really very extensive. It has been calculated that if this duct were unwound and stretched lengthwise it would extend to approximately twentyfeet.[11]

Vas Deferens

The vas deferens, sometimes called the ductus deferens, and often simply called the vas, is a strong muscular tube. By means of rhythmic contractions, it squeezes the sperms along to the seminal vesicles.[12]

Its length is about sixteen inches, and its diameter about one-tenth of an inch. The walls of the vas are fairly thick, so that it can be felt easily in the scrotum as it passes up into the groin.[13]

The vas deferens is the direct continuation of the epididymis. It curves upward in the scrotum, passes through a canal in

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10. Stone and Stone, op. cit., p. 28.

11. Educational Services of the Minnesota Department of Health, Units in Personal Health and Human Relations, p. 138.

12. Loc. cit.

13. Stone and Stone, op. cit., p. 28.

the groin and enters the lower part of the abdomen, or pelvis. Here it turns down again, passes over the bladder near its base. In this position it is joined by the duct of the corresponding seminal vesicle to form the common ejaculatory duct.[14]

Seminal Vesicles

The seminal vesicles are a pair of hollow, sax-like glands lying next to the bladder. They produce most of the seminal fluid to which the sperms are carried.[15]

The seminal vesicles are connected through a special duct called the common ejaculatory duct. The common ejaculatory duct is less than one inch in length, and is formed by the union of the vas deferens and the seminal vesicle. Each seminal vesicle is usually about two inches in length.[16]

The seminal vesicles appear to have a double function. First, they serve as temporary reservoirs for the sperm (spermatozoa). As the sperm cells are formed in the testes and are carried along the vas they pass into the vesicles through the connecting duct and are stored there until an ejaculation takes place. Secondly, they produce a gummy, yellowish secretion of their own which mixes with the sperm and serves to

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14. Cunningham, op. cit., pp. 1162-1164.

15. Educational Services of the Minnesota Department of Health, op. cit., p. 138.

16. Cunningham, op. cit., p. 1164.

thicken the seminal fluid and to give it greater volume.[17]

Prostate

The prostate is a partly glandular, partly muscular organ of a dark brown-red color which, in the male, surrounds the beginning of the urethra. The size of the prostate varies considerably in different individuals, but its longest diameter is usually from 1-1/4 to 1-1/2 inches, and 1-1/4 inches thick. The general outline of the organ can be compared with a Spanish chestnut.[18]

During the ejaculation, the prostate contracts and helps to force out the seminal fluid, at the same time adding its own secretion to it, a thin, milky fluid which is alkaline in character and which forms a favorable medium for the sperm. It is believed that this fluid also contains some special activator which increases the vitality and activity of the sperm cells.[19]

Seminal Fluid[20]

The various secretions which go to make up the seminal fluid are being produced continuously, but the actual blending of these fluids into semen occurs only during the height

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17. Stone and Stone, op. cit., p. 28.
18. Cunningham, op. cit., pp. 1173-1176.
19. Stone and Stone, op. cit., p. 30.
20. Ibid., pp. 34-35.

of sexual stimulation and practically at the moment of ejaculation. It is at this time of excitation and ejaculation that muscular contractions of the genital tract force the sperm which has been present in the epididymis and vas deferens into the back part of the urinary canal. In the lower part of the vas they are joined by the secretions from the seminal vesicles. At the same time, the contractions of the prostate force its own fluid out through a number of small openings into the urinary canal very near to the place where the sperm fluid enters. There, all the secretions are mixed together and are ejaculated through the penis.

In the average ejaculation, which consists of about a teaspoonful of fluid, there are probably from two to five hundred million spermatozoa.

Spermatozoa[21]

The spermatozoa or male sperm as they are often called, cannot be seen with the naked eye because of their minuteness; each sperm measures approximately 1/600 of an inch in length. It has been calculated that the sperm cell can move about one-eighth of an inch in a minute, or one full inch in approximately eight minutes.

A sperm resembles a tadpole. It consists of a rounded head, a small middle piece and a long, slender tail. The

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21. Stone and Stone, op. cit., p. 35.

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In the average [illegible], [illegible] of [illegible] beneath [illegible] of fluid, there are [illegible] to [illegible] hundred million spermatozoa.

Spermatozoa[23]

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A sperm consists of a tadpole. It consists of a rounded head, a small middle piece and a long flagellar tail. The

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23. Stone and Stone, op. cit., p. 35.

head and middle piece contain the important elements which take part in reproduction and heredity. It is here that the chromosomes and genes are located. The tail lashes rapidly from side to side and causes the movement of the cell. After a time, the movements become slower and slower, until they cease altogether; the sperm remains immobile and soon dies.

Main Organs of Reproduction in the Female[28]

The female reproduction system consists of the external organs called the vulva; the labia majora, labia minora, and clitoris; and the internal organs: the vagina, uterus, uterine tubes, and ovaries.

Vulva

The vulva appears externally as two thick folds of skin-covered tissue, known as the outer lips or labia majora, with a vertical groove between them. The outer lips merge into a rounded eminence. These lips serve as protection for the vaginal and urethral openings.

Inner Lips

The inner lips also called labia minora, are thin folds of tissue lying inside and parallel to the labia majora. The function of the inner lips is not clearly understood, but probably they serve as further protection for parts within.

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22. Fritz Kahn, Man in Structure and Function, Volume II, pp. 708-716, as quoted by Educational Services of the Minnesota Department of Health, op. cit., pp. 136-139.

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[illegible]

Main Groups of Genitalia [illegible]

The female genitalia [illegible] organs of [illegible] the vulva, the [illegible] clitoris; and the internal organs [illegible] tubes, and ovaries.

Vulva

The vulva appears externally as the slit [illegible] of skin-covered tissue, known as the mucous lips or labia majora, with a vertical groove between them. The outer lips [illegible] into a rounded eminence. These lips serve as protection for the vaginal and urethral openings.

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22. Hertz Kohn, Men in Sexuality and Education, Volume [illegible], pp. 76-78, as quoted by Sex-Ethical Society, of the Minnesota Department of Health, op. cit., pp. 136-137.

Clitoris

The clitoris is a small structure corresponding in part to the male penis. It is located just inside the upper junction of the inner lips of the vulva. It is for the most part covered by a thin fold of the skin, called the prepuce. The body of the clitoris is about one inch long and all but the head is hidden in tissue. The head of the clitoris is about the size of a pea and is equipped with very sensitive nerve endings. Just below the clitoris lies the opening of the urethra, the outlet from the urinary bladder, and below this is the opening of the vagina.

Vagina

The vagina is a collapsed muscular canal about four inches long, extending from the vulva upward and backward into the body. It is lined with a delicate membrane, and the back and front walls are in contact. The walls are composed of elastic muscle fiber. In most adolescent females, the opening into the vagina is usually partly closed by a membrane known as the hymen. The upper end of the vagina is attached around the neck (cervix) of the uterus. The vagina functions as the receptacle for the sperms and seminal fluid which are deposited by the male. Under sexual stimulation, the vagina secretes a lubricating fluid that facilitates the entrance of the penis during sexual intercourse.

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The [illegible] is a [illegible] [illegible] to the [illegible] [illegible] [illegible]

Uterus

The uterus is a hollow, thick-walled, pear-shaped organ, 2-1/2 to 3-1/2 inches long. The narrow end, called the cervix, is attached to an projects into the vagina. The interior is lined with a membrane that changes with the menstrual cycle. The cavity in the uterus extends on each side into the uterine tubes.

Uterine Tubes

The uterine tubes, also called the Fallopian tubes, are delicate muscular canals, leading from each side of the upper part of the uterus to the ovaries. The walls of the tubes are made up of delicate muscle fiber and a corrugated lining covered with fine hairs. The ovarian ends of these tubes open into the abdomen in the vacinity of the ovaries, but there is no direct connection between the tubes and the ovaries.

Ovaries

The ovaries, similar to the testes in the male, have two main functions: First, they produce the estrogens which bring about emotional and physical changes at puberty, control the menstrual cycle, and inhibit ovulation during pregnancy; second, when mature they produce the female sex cells.

The ovaries are rounded organs, one to two inches long, about one inch wide and 1/4 inch thick. They contain many small rounded chambers called follicles, which contain the immature egg cells. After puberty, these follicles enlarge

and burst open, letting the mature egg cell emerge. Usually only one cell emerges each month. This process is called ovulation. Just as with the sperms in the testes, the egg cells and the follicles in the ovaries do not become active until puberty, but after puberty they are continually developing and casting off mature egg cells.

Man and His Emotions

Man has many emotions. Some are good most of the time, and some are bad most of the time. Other emotions are good or bad depending upon the rules of action set up by the environment. Everyone has inner human drives; for example, love and recognition, security or self-preservation, adventure, and interest in the opposite sex. However, they must be controlled and kept in proper balance. If an adolescent is confronted with an emotional conflict resulting from that almost uncontrollable sex urge, the mastery of the above terminology should help him in growing up emotionally and obtaining guidance from his parents.

and burst open, letting the [illegible] egg. [illegible] only one will emerge each month. [illegible] ovulation. Once a [illegible] cells and the follicles in the [illegible] until puberty, but after [illegible] ing and casting off [illegible]

Man and His Emotions

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CHAPTER IV

EMOTIONAL AND PHYSICAL ASPECTS OF SEX

The question-answer method will be used in this discussion. The questions are those which were asked most frequently in the Winter Haven High School, by members of the 1947-48 and 1948-49 classes in general science, when human growth and human relations were studied.

It is hoped that the following questions and answers will serve the purpose of helping others to obtain accurate information dealing with the emotional and physical aspects of sex. To assist in acquiring attitudes, habits, and ideals that will make for wholesome relationships between adolescents and their chosen companions.

It should be remembered however that, "Training in chastity is much more a matter of will power than an imparting of information."[1]

1. What Are the Normal Reactions to the Sex Urge?

Among adolescents, daydreaming about romantic situations is one of the reactions to the sex urge. Boys and girls try through imagination to get temporary satisfaction which they have not been able to achieve in real life.

A moderate amount of daydreaming is normal. Everyone indulges in it at some time, but only when it is carried to

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1. Edgar Schmiedeler, Marriage and Family Life, p. 263.

an extreme is it a matter for concern. The boy who habitually substitutes daydreams for the satisfactions of real life needs to make an effort to establish relationships with a group of boys and girls. When two is company, three is a crowd; therefore, every high school boy should strive to have at least six or eight male and female companions.

Masturbation is another reaction to the sex urge. Masturbation is self-stimulation of the sex organs by personal manipulation, and is practiced by both boys and girls. The sex organs are stimulated until in the male the penis becomes erect and the seminal fluid is ejaculated. In the female the sensations reach the climax known as the orgasm.

Masturbation is not, in itself, physically harmful. It does not result in insanity, feeblemindedness, or sterility. The objection to masturbation is that it may lead to the development of a seclusive or solitary personality and prevent the individual from becoming a normally socialized person. Its most undesirable possible consequence is that the individual may become satisfied with this method of solving the sex problem and never venture into normal social and sex relations.

The person who indulges in the act of masturbation, excessively, will not be able to reach his peak efficiency in an endeavor such as football, band, or even in general school work. After the ejaculation, there is a definite let-down feeling and very few individuals would desire to run a mile in track, or march five miles with the band after completing

the act. Perhaps it would be well to personally evaluate the cause of this apparent loss of energy and strength.

The person who practices this form of relief from sex tensions, and wishes to discontinue the practice should force himself to move at least 25 feet from where the urge takes place. This will not be easy to do at first, and one must not be discouraged if he submits to the desire occasionally. Keep trying to discontinue the practice and with exercision of "will-power" the practice can eventually be discontinued;

Another suggestion offered for the person who wishes to discontinue the practice of masturbation is to find work which is interesting and to attempt to make new social contacts. If a life of activity, service, and normal social contacts is pursued, one will be freed from the seclusiveness and isolation that encourage masturbation.

Dreams at night are another reaction to the sex tension. Dreams with sexual content are experienced by both boys and girls. These dreams may be caused by imagination or other stimulation, such as being too warmly covered, sleeping on the back, or wearing uncomfortable bed clothing. In boys the sexual dreams may be accompanied by seminal emmissions also called nocturnal emmissions, or overflow of the seminal fluid. In some boys emmissions occur quite often, while in others very infrequently. The difference is usually due to degree of maturity, health, and physical activity. Parents note the evidence of nocturnal emmissions, in their attempt

to follow their boy's social and sex life. Should there be long periods between nocturnal emmissions, parents generally assume that their youngster is either masturbating or experiencing coitus with the opposite sex.

2. Explain Menstruation?

Menstruation consists of the periodical discharge of bloody fluid from the uterine cavity. When once established, it recurrs approximately every 28 days from the time of puberty to the menopause, with the exception of periods of pregnancy and lactation.[2]

The process, called menstruation, begins normally with girls at about the age of 13 years, but it may begin as early as 10 or as late as 17 years. At this time, the ovaries begin to produce eggs which are capable of being fertilized by a male sperm. Once approximately every 28 days the uterus prepares its special living and blood supply to take care of a fertilized egg.[3] When the egg, which the ovary sends out in its cycle, is not fertilized, the uterus gets rid of its special living and blood supply by discharging them through the vagina. The average duration of discharge is from 4 to 5 days.

At first the periods are apt to occur at irregular intervals. A variation of two or three days is not abnormal; in

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2. Kimber, op. cit., p. 699.

3. Educational Services of the Minnesota Department of Health, op. cit., p. 28.

fact, cycles of 21 to 35 days may be normal if they are regular.[4]

Many girls, for a number of years after they first start their menstruation cycle, encounter pain just prior to or immediately following their menstruation period.

If the young adolescent male has a date, or is calling for a date, and the girl friend suddenly acquires a headache, he should be courteous and acknowledge the fact, and concede to her desires. A great majority of girls during their menstruation period become moody, irritable, and do not desire to participate in strenuous activities or sports. Other girls however, carry on their usual activities of daily life except to refrain from very strenuous sports.

3. What are Venereal Diseases?

Venereal diseases are so named because they are almost always contracted by the act of venery, commonly spoken of as sexual intercourse.[5] There are several venereal diseases, but syphillis and gonorrhea are the most widespread and have serious consequences.

The only similarity about these diseases is that they are acquired in the same manner, through sexual intercourse, and usually gain entrance to the body through the organs of the genito-urinary system. Syphillis spreads rapidly through-

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4. Loc. cit.

5. Ibid., p. 245.

out the body while gonorrhea, in most cases, is localized in the genital organs.

4. What is a "Dose" or "Clapp?"

These are terms commonly used for gonorrhea. Syphilis is sometimes called "pox".

5. How Can a Person Protect Himself from Getting Venereal Disease?

Venereal disease is rarely acquired except through sexual intercourse. If a person does not expose himself through sexual intercourse, there is practically no danger of acquiring the disease. Gonorrhea and syphilis germs will live only for a short time on a toilet seat in the open air.

6. How Can You Tell That a Girl Has Venereal Disease?

No one but a doctor making proper tests is qualified to determine whether either a boy or girl has venereal disease, unless the sores which these diseases cause can be seen.

7. How Would a Person Know if He had Gonorrhea?

In the male, usually within two or three days after exposure, a burning sensation is felt at the end of the penis. This is soon followed by a pus discharge.[6]

8. What Will Gonorrhea Do to a Person?

The infection which begins at the external opening of the penis spreads up through the urinary tube. Inflammation

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6. William J. White, Genito-Urinary Surgery and Venereal Disease, p.110-220.

out the body while [illegible] in the medical surgeon.

4. What is a Vital [illegible]

[illegible]

5. How may a Lifeless [illegible] Mistaken?

[illegible] and unconscious. [illegible] normal appearance, there is [illegible] the disease. [illegible] for a short time on a [illegible]

6. How Can Dead Bodies a Well Be Recovered Drowned?

No one but a doctor [illegible] to determine whether a boy or girl has [illegible] case, [illegible] the [illegible] can be [illegible].

7. How Should a Person Act If He Has Drowned?

In the [illegible], usually within two or three days after [illegible], a burning sensation is felt in the end of the [illegible]. This is soon followed by a [illegible].

8. What Will Convinces Us In a Person?

The [illegible] which begins at the [illegible] of the [illegible] spread up through the [illegible].

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6. William L. [illegible], Physiologic Diagnosis and Medical Jurisprudence, p.130-210.

may spread to other organs of the reproductive system and result in sterility.[7]

Occasionally gonorrhea germs invade other parts of the body, sometimes causing heart disease, but more commonly causing inflammation of the joints, known as gonorrheal arthritis. This is a very painful and crippling condition which is extremely difficult to cure.[8]

9. What Should a Person Do If He Has Gonorrhea?

If a person has been exposed and thinks he has contracted gonorrhea, he should see a doctor! If he cannot afford a doctor's fee he should see the county health department where an examination may be secured free of charge, and by a competent, registered physician. A druggist, friend, or quack doctor should never be consulted, nor advertised patented medicine for a cure resorted to. Under a doctor's care, with penicillin and sulfa drugs, relief may be had in from two to five days. However, to make the cure certain, a longer period of treatment and repeated examinations are necessary.

10. How Would a Person Know if he had Syphilis?

The time which elapses between exposure and the development of the first signs is a period from two to six weeks, the average being about three weeks.[9] The first sign of

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7. Loc. cit.

8. Loc. cit.

9. Ibid., pp. 118-120.

syphilis is a sore which usually appears on the penis or scrotum. However, it may occur in the groin, on the mouth, or elsewhere, depending on the site of contact with the infected person. This sore may be quite small and hardly noticeable, or it may be quite large and accompanied by considerable swelling. By the time the sore appears, the germs are already widespread in the blood system of the infected person.[10]

About five weeks after the appearance of the primary sore, or eight weeks after exposure, whether the primary sore heals or not, the secondary stage of syphilis develops.[11]

This secondary stage is characteristic by a skin rash which becomes generalized, a sore mouth, and sometimes fever, headache, and sore throat. It is during this stage that highly infectious sores may be found on the lips and mouth as well as on and about the sex organs and rectum.[12]

The symptoms of secondary syphilis may be severe or so mild that they are scarcely noticed. The skin rash may not appear, may remain, or may even disappear entirely. Even if all symptoms disappear, if no treatment has been received or the treatment received has been insufficient in amount or regularity, the disease will still be present in the body

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10. Loc. cit.

11. Ibid., pp. 184-202.

12. Loc. cit.

and infectious sores may repeatedly recur during the first four or five years following infection.[13]

Syphilis in the late stage may appear as a disease of the skin, bones, or internal organs, especially the heart, but more often as grave impairment of the nervous system resulting in paralysis or insanity.[14]

11. What Should a Person Do If He Thinks He Has Syphilis?

See A Doctor! and no one else but a doctor. If the person does not have the money the doctor will instruct him what to do.

Each individual must work out his own control over his sex urge, just as he must learn to control the other aspects of his behavior. Any active physical activity or group of activities is generally considered to be the most satisfying and effective means of working off superfluous energy. The boy or girl who spends leisure time with companions, busy with worthwhile activities, is less bothered with sex conflicts because the attention is focused on other matters. However, if a person chooses to associate with a group interested in sensual literature, and sex pictures, he will doubtless find his sex tensions increased and more difficult to control.

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13. Loc. cit.

14. Loc. cit.

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[illegible]

[illegible]

Another factor that may reduce control of the sex drive is the use of alcohol. It is a well-known fact that the person who drinks intoxicating liquors, even though he may not appear to be intoxicated, may engage in sex behavior which he would not consider in a more rational state of mind.

CHAPTER V

PERSONAL AND SOCIAL ADJUSTMENT TO ENVIRONMENTAL LIFE

In an adolescent's environmental life, at the present time and in the future, there will be considerable association of the sexes. In this association with the opposite sex there are both potential values and dangers.

As is easily observed and well known, sex differences are relatively little in the social relations of boys and girls in the early years of childhood. Commonly, children play and otherwise associate indiscriminately; there is neither attraction toward each other nor aversion for each other. At the age of adolescence, however, a mutual interest in and attraction for each other asserts itself. Boys become interesting to girls, and needless to say they become interested in girls.

Normally, and healthfully, attention is not centered in any one individual, but in a number of people of the opposite sex. It is true, that attention may be centered by one particular individual on another, unless such a situation is guarded against. These early relationships even lead at times to so-called "adolescent marriages." This uniting of two people, before they have had a chance to know many others of the opposite sex, is a danger that must be watched for. Since no two personalities are alike, the influence which comes from a number of finely nurtured friendships will contribute more

generously to a well-rounded personality than would the influence of a few.[1]

One of the advantages of many associations with a number of different girls under the rules of society, is that it helps to form gradually in the mind a picture of what is considered an ideal life-companion. Another advantage is that it helps develop proper affections during the years of courtship. This is a matter of great importance. It will aid in the proper development of attitudes and moral development, and eventual successful establishment of family life.

Individual tastes are an all-important factor in the development of personality and character. Tastes, however, must be cultivated and developed, they are not inherent. Tastes in love must be formed gradually throughout the teen years. The foundation of happiness of the individual and his reactions in later life, depend largely upon the cultivation of the affections in adolescent years.[2]

There are few things which have a more refining influence over an adolescent than a measure of associations with modest and dignified girls or young women. A considerable variety of companionships with the type of girl who can be classified as a "young lady" will assist in developing an appreciation of genuine love. The type of associations that

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1. Schmiedeler, op. cit., p. 11.
2. Loc. cit.

personally to a well-rounded [illegible]
influence of a [illegible].[1]

One of the [illegible]
of [illegible]
[illegible] to [illegible]
[illegible]
[illegible]
[illegible]
[illegible]
in the proper development of [illegible]
and eventual successful [illegible].

Relations [illegible]
development of personality and character. [illegible]
must be cultivated and developed. [illegible]
Further, an love must be formed gradually [illegible]
years. The foundation of happiness of the [illegible]
resulting in later life, depend largely upon the cultivation
of the affection in adolescent years.[2]

There are few things which have a more [illegible] influ-
ence over an adolescent than a feeling of association with
modest and dignified girls or young women. A considerable
variety of companionship with the type of girl who can be
classified as a "young lady" will result in development or
suppression of gracious love. The type of experiences that

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1. Schmiedeler, op. cit., p. 11.
2. Ibid. 11.

lead to particular friendships, blind infatuation, mock love, or the cultivation of a low order of love and the resulting liberties, tend to cultivate a love in which the physical rather than the moral or spiritual laws of life are uppermost. It is wise to remember that the girl who allows one boy free love, will also allow another person the same privileges. A boy is only fooling himself, when he thinks a girl that allows "petting" in his company, refuses other boys when she is in their company.

The term "petting" refers to intense sexual stimulation. Petting is actively stimulated by the sex impulse and is a natural preliminary to sexual intercourse. Nature's way of urging people on to the reproductive act is through the pleasurable sensations arising from such intimacies as embracing and osculation.

Certain areas of the boy are especially responsive to stimulation by a person of the other sex. The lips, the tip of the tongue, the breasts of the girl, when touched by a boy, stimulate the desire for more intense sexual experience. Nature has deemed that the male sex be the aggressor; therefore, it should be realized that the desire for complete sex expression is generally more quickly and easily aroused in the male than in the female. These strong urges are not easily controlled. Control of these urges is more a matter of will power than the gaining of information about them.

Genuine love does not develop by the process of free

[illegible]

[illegible]

[illegible]

love or petting. It does not rest on the satisfying of physical or biological urges alone. Each person must study and decide for himself the degree of intimacy he can have with a girl and still retain full control of his behavior.

Personal and social adjustment to environmental life, as a person passes through the middle teens, is difficult. Sex expressions are more easily aroused than at any other time in life. The development of will power and the control of behavior in adjustment to the standards set up by society has both potential values and dangers--valuable if they are developed with sound intelligent reasoning; dangerous, should emotional urges be allowed to dominate a youngster's life as he progresses through his teens.

Dating is a normal part of personal and social adjustment to environmental life. In order to understand the feeling of concern when a youth goes out for the first time, and the other insecurities and self-consciousness felt, it is necessary to recognize the fact that these feelings are normal for everyone and are related to the kinds of social experiences and emotional development had in the past.

Personal standards of conduct are closely related to both social form and a philosophy of life or values. To assist in the problem of dating the following philosophy should be examined carefully and adopted:

"When two make company, three's a crowd; but six or eight good friends to pal around with are the answer to every high school student's prayer."[3]

The following suggestions are offered to help adolescents in establishing friendships, and to serve as a guide for conduct in social relationships:

1. To develop characteristics that girls approve of, one whould concentrate on the so-called "little things." Dress appropriately for all occasions and be neat about shoes, collars, and haircut. Manners should be agreeable and should make people feel at ease, not the type of manners that receive the label of "smooth." Be a good talker but be careful about that "line"--remember that a girl is a rational thinker too. Show a girl a good time without throwing money away or making her feel uncomfortably aware of expenses.

2. Eight friends are better to associate with than two. Boys who have a wide variety of friends learn many experiences. By experience people learn how to react and adjust to people of differing opinions, viewpoints, and dispositions.[4]

3. To become acquainted with girls, the boy should go where boys and girls of his own age group are. Clubs should

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3. Wellington G. Pierce, Youth Comes of Age, p. 4.

4. Educational Services of the Minnesota Department of Health Personal Health and Human Relations, p. 169.

be joined and sports and recreations engaged in that will bring contacts with mixed groups. In school social affairs, if there is a particular person whose acquaintance is desired, seek a friend for an introduction; time should not be spent day-dreaming.

4. To become a good talker instead of a "smooth" or non-talker, a person should try to discover interests of the other person and ask questions about it. Then he should listen and try to respond with further questions or comment. The trait of anticipating the other persons answer before they give it should be developed. People who find it difficult to talk in a conversation usually are thinking too much about themselves and not enough about the other person. Two types of speech block conversation: stereotyped phrases and dogmatic assertions.[5]

5. Double-dating or dating in groups is advisable. Dating with other couples relieves the inexperienced dater from some of the self-consciousness he may feel when alone with a person of the opposite sex. Recreations in which a group may engage are often more fun than those of a single couple. Group dating affords more opportunities of meeting people and for developing social skills.

6. A boy in his middle teens will find it better to date a number of different girls, in preference to one. A

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5. Frances B. Strain, Love at the Threshold, p. 56.

person should not confine his dating to just one person until marriage is definitely contemplated--that is marriage for family life and not the so called "adolescent marriage." Going steady with one girl, in the teen age group, with the adolescent's understanding of the sex urge is not the thing to do. Continued close association with the same person is likely to result in intimacies that may make control of the sex impulse difficult. A wide acquaintance with people of the opposite sex is more desirable as it should enable one to use more discrimination in choosing a mate.

7. A blind date has the sign of "beware" all about it. A blind date, however, if arranged by someone who is well-known and trustworthy, may afford a good opportunity to make a pleasant acquaintance. Otherwise, a blind date is as inadvisable as a pick-up date.

8. The pick-up date is never advisable for various apparent reasons. Quite often the "pick-up" is found in the bar, along with liquor and other vices. Although alcohol does not increase the strength of the sex drive, it does have a dulling effect on certain parts of the brain, and this, in turn, decreases the ability of the individual to use certain mental faculties, such as judgment, attention, observation, mental restraint, and self-control. When these mental faculties are affected, the individual is governed largely by his passions.

[illegible]

The boy who allows his passions to govern his dating conduct will soon find himself ostricized and out on his own. He will be the "lone-wolf" type with very few true friends, and a normal, happy, high-school life are things not to be known or enjoyed by him.

U N I T II

H O M E

I F P E T K

E N O R

CHAPTER VI

INDIVIDUAL RESPONSIBILITY OF BEING A MEMBER OF THE HOME

It is probably that most people spend a large part of their lives in families that the stamp of that family is carried throughout life in more ways, doubtless, than is realized.

Myerson says,

> "Family life must be made up of at least two components, first guidance and discipline, so as to bring into the child's life early the experience in customs and morals of his group and secondly, freedom and individuality growth, so that his own natural tendencies, in so far as they are good, may grow in order that he may learn to express his own will without too great a dominance on the part of his elder."[1]

Until recent years, the family institution has in reality been supreme. Individuals have been sacrificed to the institution of the family. However, in these days of emphasis upon individual development, the family per se is not considered as important as it was twenty years ago. If it is important, it is because of what it can do for the individual husbands and wives as well as children; therefore, it becomes a means and not an end in itself. The optimum growth of the individual is the end, and insofar asthe family may be a means of promoting that growth it is good.

At the present time, individual responsibility of being

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1. Abraham Myerson, The Psychology of Mental Disorders, p. 131.

CHAPTER VI

INDIVIDUALIZATION [illegible]

A Model [illegible]

It is probably true that [illegible] their lives in families that [illegible] encourage the development of [illegible] traits.

Ivanov says:

> "Family life must be made up of at least two economies. First quickness and direct time, [illegible] to bring into the child's life only the [illegible] in customs and morals of his group [illegible] freedom and individuality growth, so that his own natural tendencies, in so far as they are good, may grow in order that he may learn to express his own will without too great a dominance on the part of his elders."[1]

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At the present time, individual responsibility of being

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1. Ivanov Vyacheslav, The Psychology of Mental Disorders, p. 111.

a member of the home looms greater than in the past because the home has become a place of many individuals rather than a place dominated by one.

Respect for Elders

In every group of individuals there must, of necessity, be a leader, though he no longer rules through sheer dominance but rather as a judge. Yet, if his leadership is to be effective, he must have the respect and obedience of all members of his group. This leadership in most cases, is delegated to the father, but may, due to unusual circumstances, fall upon the shoulders of the mother or an older child. But, whatever the case may be, the leader should at all times be greatly respected.

The individual's responsibility in any case is to be in complete accordance with the one in whom the leadership has been placed, both in respect to the problems of others in the family group as well as personal ones.

Desire for and Respect of Privacy

While the home would not function properly without group participation, there are times when the various members of the family require and desire to be alone. The desire for privacy may arise from many causes:

1. Personal desires
2. Adjustment of thoughts
3. Practice of hobby or avocation

a member of the home [illegible]
the home has become a place [illegible]
a place for rather [illegible].

Respect for Privacy

In every group of [illegible]
be a leader, [illegible] or lesser [illegible]
more but [illegible]
effective, [illegible]
base of his power. [illegible]
to the father, but may [illegible]
upon the circumstances of the mother [illegible]
over the case may be, the leader should at [illegible]
respected.

The individual's responsibility in any [illegible] to be in complete accordance with the one in whom the leadership has been placed, both in respect to the problems of others in the family group as well as personal ones.

Desire for and Causes of Privacy

While the home would not function properly without group participation, there are times when the various members of the family require and desire to be alone. The desire for privacy may arise from many causes:

1. Personal desires
2. Adjustment of thoughts
3. Practice of hobby or avocation

4. Study

5. Fulfillment of needed household duties

6. Rest or relaxation.

All of these things are individual desires requiring concentration and lack of interruption.

The home belongs to all the members of the family but each must have his own particular place where complete freedom and privacy are assured.

People do not find it easy to live together successfully if they are in continuous and close proximity. "The world is too much with us" is often true. It is generally conceded that certain types of individuals need a certain amount of solitude and quiet.

Teamwork

Some young people seem to feel that the success or failure of the family life is no concern of theirs, but of course this is not true. Regardless of how capable the leader of the family may be, no undertaking in business or any other field of endeavor can be wholly successful unless there is good teamwork. It is the same in family life. If every member of the family does his part, there is greater efficiency, less fatigue, a fairer division of the work, and a better chance for all to enjoy life.[2]

Assuming responsibilities in the home may be quite as

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2. Lemo T. Dennis, Living Together in the Family, p. 89.

much a matter of eliminating work as of helping with it. The person who has to be called three or four times before getting out of bed in the morning, who is frequently late to meals, leaves his pajamas in the middle of the bedroom floor and never cleans up the bathroom after himself, is making extra work for other members of the family and decreasing the leisure to which they are quite as much entitled as he.[3]

Some young people feel that it is an imposition to be expected to help about the home, and constantly grumble until the parents become discouraged and do the work themselves. This usually means that either a parent is depriving himself of necessary rest or recreation and is encouraging the shirker--a situation which is unfair to both parent and child. First, it does not seem equitable that children should enjoy the pleasures which the home affords and yet make no contribution toward family life, and second, there is little room in the world for a shirker.

The cooperation of the children in the work of the home not only saves the parents much extra labor but gives the child valuable training in working with others, in meeting social situations and in assuming definite responsibilities.[4]

Leisure or Recreation

Today, there are many ways in which a family may enjoy

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3. Loc. cit.

4. Ibid., p. 90.

such a matter of attendance work as a laborer [illegible].

The person who has to be called [illegible] getting out of bed in the morning, who is [illegible] to make, leaves his clothes in the middle of the bedroom floor and never cleans up the bathroom after he [illegible] extra work for either members of the family [illegible] the labor to which they are equally entitled.[3]

Some young people feel that it is [illegible] expected to help about the home. Not connectedness from the [illegible] the parents because discouraged [illegible] do the work themselves. This usually means that either a [illegible] of necessary work or modification [illegible] a situation which is unfair to both parent and child. Hence, it does not seem conceivable that children should enjoy the pleasures which the home affords and yet make no contribution toward family life, and second, there is little room in the world for a shirker.

The cooperation of the children in the work of the home not only saves the parents much extra labor but gives the child valuable training in working with others, in meeting social situations and in assuming definite responsibilities.[4]

Leisure or Recreation

Today, there are many ways in which a family may enjoy

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3. Loc. cit.

4. Ibid., p. 90.

their leisure hours. While each member usually has a definite plan to follow in his free time, there should be some group recreation in which all members of the family may participate. Following are some group recreations which will not be successful unless each individual's personal responsibility is realized and assumed.

People's preferences in utilizing their leisure time vary, just as do their tastes in dress, food, or other things. Occasionally a family may have to insist that some of its members widen the range of their interests and pleasure. A boy who is particularly studious or interested in reading may not care for active exercise. On the other hand, a young person who is interested in outdoor sports may not care for reading or indoor games. Every person needs to have more than one interest, and complete absorbtion in one interest only may lead to poor scholarship or poor social relations.

The main thing is for the entire family to have some interests in common, in order that all members may share in it. True sportsmanship should be taught and encouraged. Some of these family interests might be:

1. Fishing
2. Boating
3. Group games of an adult nature such as tennis or golf
4. Swimming
5. Gardening
6. Shop work

7. Photography

Many others could be listed which would bring about much group enjoyment.

Very often a person's individual hobby may prove to be of group interest. Encouragement by the parents will arouse their enthusiasm and frequently the remaining members of the family will find it to their liking also.

Social Behavior in the Home

Too often the fact that the home is the place to relax and to be one's self is carried too far. While it is true that one is not required to carry all the social graces demanded by the outside world into the home, there is no better laboratory for perfection of such habits and no persons are more deserving of them than the members of one's family. Good manners should not be something to be displayed on special occasions, but should be as much a part of an individual as the clothes he wears or the food he eats. There is nothing more embarrassing to experience than a situation in which a person is at a loss as to what is the right thing to do.

Ninth grade boys are entering into the first and greatest social era of their lives--their high school days. The preparation for this is important in that the social adeptness acquired will make future associations and problems much more pleasant and more easily accomplished.

Some adolescents, no doubt, envy the boy who is equally at ease with girls or boys, and also relaxed with his teachers.

Why is he that way? It is not something that happened to him overnight, but is rather a sign of much practice of such situations using his sister as the girl and his parents assuming the roles of his teachers.

Social behavior requires the mastery of many different situations such as:

1. Proper behavior at the table
2. Chivalry toward girls and ladies
3. Conversational ability both with elders and contemporaries of both sexes
4. Correct habits of dress
5. Ability to enjoy some form of recreation with ease.

The question arises as to "How does social behavior in the home help a person in these situations?" The home is the practice field where a person can become an expert in these lines without suffering the embarrassment of outside criticism.

One of the first lessons in courtesy is taught by parents when a person is just beginning to talk--the nicety of saying "thank you" for services or favors. This habit acquired so early becomes a part of the vocabulary and is practiced with ease. In much the same manner, and with equal dexterity, a person will acquire the other social graces through practice.

The dinner table at home may be thought of as a banquet table regardless of the meal or surroundings and good table manners practiced. The absence of numerous pieces of silver, china, and a centerpiece should not make a person forget to

use his knife and fork, chew his food properly, or not eat with restraint.

The feminine members of a household should be treated with respect. The adolescent male should practice opening doors, offering chairs and lifting heavy objects for his mother or sisters. It is no harder to do these things for members of the family than for a girl friend. Practicing courtesy in the home makes one less awkward in similar situations. The adolescent may compliment or criticize his mother's or sister's clothes or make-up, but in turn, he must be willing to accept their remarks about his appearance with good grace.

The youth should allow himself to be included in any group being entertained in his home. He should join in with his sister's or parent's friends if the situation so arises, but should not attempt to dominate such gatherings or overstay his welcome. By merely listening, a person can learn much about what preferences these varied groups have. One of the most frightening things about a young boy's first date is meeting the girl's parents. But, if he has been congenial with his own parents it will be much the same and an effluence of conversation is assured.

Joining in family sports and hobbies is really of great importance. It is well to remember, parents are the first to teach their children what a baseball or football is because they are anxious for them to enjoy them. Perhaps their skill in some line exceeds that of the child, but their encouragement

see his home and work, when his [illegible] [illegible] with [illegible].

The [illegible] [illegible] of [illegible] [illegible] with respect. The [illegible] [illegible] doors, offering [illegible] [illegible] matter or [illegible]. It is [illegible] [illegible] members of the family [illegible] [illegible]. [illegible] contrary to the [illegible] one [illegible] [illegible] tions. The [illegible] [illegible] or [illegible] clothes or make-up, [illegible] to accept their remarks about his [illegible].

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will certainly help to iron out some of the youth's difficulties. So often, young boys follow in the recreational footsteps of their father or an older brother. What could bring this about except home training and participation?

A person should remember that his social actions are a great reflection of his home life and, to show one's parents the proper gratitude for a good home, good habits at home should be practiced so that they may be carried into the outside world with little effort.

Compatability is very necessary today, and assuming one's individual responsibility in the home gives a person an exceptionally good opportunity to learn to be agreeable. What particular services each member performs for the benefit of the home is relatively unimportant, provided each is willing to assume a share in keeping with his age and abilities. By taking responsibility in the home, the adolescent is providing opportunities for developing a spirit of teamwork and fair play--two very essential qualities to living successful, happy lives in the world today.[5]

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5. Ibid., p. 94.

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a person about [illegible] great perfection of his [illegible] the proper [illegible] should be produced [illegible] outside work with little [illegible].

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5. Ibid., p. 94.

CHAPTER VII

THE PLACE OF AN ONLY CHILD IN THE HOME

"So you are an only child--how unfortunate." This phrase is so often directed at individuals who have no brothers or sisters. Are they really unfortunate? From birth they have received the undivided attention of their parents; they are lavished with gifts and have no need to share their love.

Companions of the only child are selected from the neighborhood and school children with whom he comes in contact. The only child is free to select his companions, unhampered by the leadership of an older brother or sister, or the questioning of a younger one. Truly his life is his own--his possessions, clothes, and room. His place in the home, as seen from the above mentioned facts, is enviable and unquestioned.

Why is there an only child in some families?

1. Parents often plan a large family only to find, after the arrival of their firstborn, that there can be no more children.

2. There may have been an older brother or sister who was taken by death.

3. Parents may have been divorced before other children were born.

4. As is often the case, some parents plan and want only one child.

Any of these situations mentioned tend to bring about a possessive feeling in the parents. Their child is their life and as such reflects many of their attitudes and desires. The faults and virtues of the only child are magnified because there is no other child for comparison.

Parents look to the only child for complete satisfaction of their parental role, and as such is expected to be the salve to heal the sorrows caused by previous situations.

The following sections of this chapter are included in an attempt to aid the only child in situations which will necessarily arise in the home, and to point out traits which will be helpful if developed.

Consideration of others the greatest lesson

The fortunate children are those who have brothers and sisters whose interests also have to be considered, and whose parents have continued to be persons as well as parents. The presence of other children in the home forces the parents to require some sharing and some "taking turns."

Consideration for others begins in early childhood and is very important to the individual and those about him. The young adolescent, among his present acquaintances can probably recall a person referred to as "A big I,"--a selfish, demanding individual. What are the reactions to him? At first, probably, "Oh, he's all right, just hard to get along with." Then he assumes the role of a "big bully" full of "hot air," and finally and most conclusive, "Why bother with him? Can't

satisfy him anyhow--he's just a nuisance."

How does all of this apply to an only child? The only people with whom the only child is closely associated in his home are his parents. They have satisfied every desire from birth; they never seem to tire, night or day. But parents are human! They get hungry, thirsty, sleepy and tired. Why shouldn't they be served first? Because there is an only child, his wants are satisfied first and the parents assume a secondary position.

An only child should try to remember that Dad works all day, and Mother keeps the home going. It would not cost anything to do some little favor to please the parents, and it would mean so much to them. Even the slightest courtesies, and being on time for meals would more than be appreciated. Doing something "extra" for Mom would give her more time to do something for you. Dad is very understanding and would appreciate knowing the troubles of his child. The child can help to feel he has a friend and companion in his father if occasionally they participate in the same types of recreation.

Initiative and Self-reliance

The development of these traits begins early, but is retarded in the case of the only child. In most cases the mother is always there to help and protect the youngster and carefully guides his efforts when he is home. However, when a boy reaches his early teens, he is ready to exhibit initiative and will be surprised how soon the parents support and confi-

[illegible] satisfy his curiosity [illegible].

Now [illegible] a child [illegible] people [illegible] home [illegible] [illegible] are lonely. [illegible] child, his mother [illegible] a sense [illegible] position.

[illegible] only child should try to [illegible] day, and [illegible] thing to do some little [illegible] would mean so much to them. [illegible] and being on time for [illegible] doing something "extra" for him would give [illegible] do something for you. Add in [illegible] appreciate knowing the [illegible] help to feel he has a friend and [illegible] occasionally they [illegible] in the same [illegible].

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dence is maintained.

The boy could get out the lawn-mower and tell his Dad he is confident that he could do a good job. Very seldom will the parent say it is not a good job, although they may offer some helpful suggestions to make the task easier to perform.

The only child should make his own decisions but should look to his parents for advice and guidance. The child will soon learn to value the experience and abilities of his parents and will find that privileges will increase as his own ability to make proper decisions increases.

Sense of Humor

Another trait that is of great importance in a person's personality is a sense of humor.

Particularly in the home of the only child it is necessary because it is not as easy to have a good sense of humor unless it is realized that it is as much fun to laugh with one's parents as it is to laught with another school mate.

One should learn to laugh with his mother and father over his mistakes and antics as well as theirs. One important thing always to remember both at home or in company and that is to laugh with them not at them. Parents should be regarded as people who love to laugh, although at times it is hard for them to do for various unknown reasons.

Ready laughter in a home tends to bring about a greater feeling of warm companionship, and makes it a happy place in which to live.

dance is only natural.

The boy [illegible] is considered [illegible] the parent may [illegible] some helpful suggestions [illegible].

The only [illegible] look to his parents for [illegible] soon learns to value the [illegible] and will find that parentheses will [illegible] to make proper decisions [illegible].

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Hearty laughter in a home tends to bring about a [illegible] feeling of warm companionship, and makes it a happy place in which to live.

Family Companionship and Parental Discord

In a home of happy parents, close family association is completely natural if the child is willing to join in. One's activities should never be allowed to take one entirely away from home. Some of the activities should be brought into the home so that the parents may join in, if only in a supervisory capacity.

Parental discord is the cause of much sorrow and bewilderment in a young boy's life. Youths in their early teens are often unable to grasp the many causes which may bring about family friction. They are innumerable.

If there is parental discord in the family to such a degree that it worries you, the child, exemplary behavior and consideration for both parties on the part of the child may go a long way toward solving their problems. Sympathy with either parent is inadvisable. Enjoyment of life and the desire to learn may take the parents away from their personal troubles and give them a common ground in planning and working toward their child's future. Each of the parents is proud of the child in his own way, and by placing emphasis on family companionship the problem of parental discord may be eradicated completely.

The Handling of Money

The whole subject of money and its use is of extreme importance to the adolescent youth. The monetary values which have been accepted were influenced by the parents both in the

way they handle their money and as they have made it available to the child.

The first step to be made in achieving proper monetary values is to make one's self familiar with the finances of the family. What is the family income? How is it expended? How is the income preserved and how can it be supplemented?

Again, as an only child, one must shoulder more responsibility. The only child is allowed more money because there is no need to share it, but at a future date, he is the only one to obtain a supplementary wage.

In case of the death of either or both of the parents, a great deal of the administration of family finances falls upon the shoulders of the only child; or the family may be destitute, and the relief received must be wisely distributed in order to meet the needs of the group.

In the case of an affluent family the need is ever greater for the intelligent handling of money. It has been proved that as one's riches multiply the needs multiply and there is an even greater demand for money.

A second step to be considered is that of learning to save. A savings account is a bulwark against many situations which otherwise would completely deplete a person's resources. Many families have lost their homes and financial security because of an unexpected expense which made it necessary to borrow beyond their ability to repay.

In spending money, the value received should always be considered. The genuine article may have a higher initial

way they handle their money and so will [illegible] a [illegible] to the child.

The first [illegible] to be [illegible] in [illegible] some [illegible] values [illegible] to [illegible] the [illegible] of the family. What is the [illegible] [illegible] How is the income provided [illegible]?

Again, as to ability, [illegible] ability. The only child is allowed more money because [illegible] no need to share it, but as a future duty, it is [illegible] to obtain a supplementary [illegible].

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In spending money, the value received should always be considered. The genuine article may have a higher initial

cost but will prove more satisfactory after years of service than a cheaper imitation.

In "affairs of the pocketbook," parents should be looked to for guidance. Money should never be demanded from parents and a price tag should never be placed on a person's efforts. Because "all the others have it" is no reason for a youngster to keep demanding things from his parents.

As a person gains in knowledge of family financial matters and earns the trust of his parents, experiences in the handling of money will increase, and bring forth valuable lessons to be remembered throughout life.

[illegible] but will prove more [illegible] [illegible] than a charged battery.

In [illegible] [illegible] [illegible] to be [illegible] to for [illegible]. [illegible] [illegible] [illegible] and [illegible] [illegible] [illegible]. Perhaps [illegible] [illegible] [illegible] [illegible] [illegible] be long [illegible], [illegible] [illegible] [illegible].

As a [illegible] [illegible] [illegible] [illegible] [illegible] and [illegible] the [illegible] of [illegible], [illegible] [illegible] [illegible] of money will [illegible], [illegible] [illegible] [illegible] [illegible] be remembered throughout life.

CHAPTER VIII

UNDERSTANDING OLDER BROTHERS AND SISTERS

Next to a person's relations with his parents, the relations with his brothers and sisters are the most important during the first sixteen years of life. Thus it is not surprising that young people often find these relationships one of their chief problems within the family.[1]

An older brother or sister may feel a certain sense of responsibility for a younger member of the family and is anxious for him to be successful; therefore criticism and correcting are quite natural. Yet the youngster resents it without trying to find a reason for their complaints.

In the case of an older sister, a younger brother is usually considered a tease and a pest. This probably is due to the fact that the sister is afraid that some of her faults will be betrayed to her friends. However, if a feeling of harmony and security with an older sister has been established, by respecting her rights and showing pride in her, the younger brother will be welcome in her associations because one is always glad to be with an attractive member of their family.

A younger child is often inclined to resent the fact that he is not allowed privileges and advantages accorded to his older brothers and sisters. It is hard for him to understand why he may not go to baseball and football games, go fishing

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1. Lemo T. Dennis, Living Together in the Family, p. 55.

CHAPTER VIII

[illegible]

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1. Jesse T. Peters, Living Together in the Family, p. 53.

or hunting with pals, go to the movies and parties at night, or stay up as late as the others do.[2]

It is usually not unfair to assume that older children should be allowed more privileges than younger children. In the first place, the older ones should be better prepared to look after themselves. If they have been given more responsibilities as they grew older, they are more capable of making their own decisions than younger children are. Of course, they have had more chance to learn by experience and observation. Younger children are likely to overlook the fact that additional privileges usually mean more responsibility, and think only of the greater independence their older brothers and sisters enjoy.[3]

A younger child often looks to his older brothers and sisters as a pattern for conduct--a fact they do not always appreciate. Their lack of appreciation may stem from the younger's desire to be always in their company. A person should choose his own associations and social adjustments patterned after those of his elders. Occasional contacts with the older group, combined with one's home association with brothers and sisters should amply supply the need for knowledge of their behavior.

Older brothers and sisters want to have cause to be proud

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2. Ibid., p. 58.

3. Ibid., p. 59.

or muddling with pals, go to the movies [illegible]
or stay up as late as [illegible].[2]

It is usually not until [illegible]
should be allowed to [illegible]
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Older brothers and sisters want to have cause to be proud

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2. Ibid., p. 28.

3. Ibid., p. 29.

of the younger brother. They have made their achievements and accomplished their desires. They want the younger brother to do likewise.

Quarreling

Quarreling between brothers and sisters is so common that it cannot be overlooked in discussing their relations with one another. Frequent causes of quarreling are jealousy, an over-critical attitude, failure to respect one another's privacy and property, and a sense of being imposed upon, as when one member of the family fails to do his fair share of the work.[4]

Quarreling can quickly become a habit of which a person is not conscious. Everything brings about a quarrel or an argument. Respect for another's feelings will do much to alleviate this habit. If the relationship with brothers and sisters becomes quarrelsome, there must be a reason--it should be sought out and closely examined.

Teasing

Teasing is often the main reason for quarreling.[5] Older brothers and sisters often are guilty of annoying a younger one. They may tease about friends, clothes or something else which is especially important to the younger boy. Why do they do this? There are several reasons. Teasing sometimes means

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4. Ibid., p. 63.

5. Ibid., p. 64.

of the young [illegible]
and accomplishment [illegible]
to be likewise.

Quarreling

Quarreling [illegible]
that it cannot be [illegible]
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an over-critical attitude, failing to [illegible]
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4. Ibid., p. 63.

5. Ibid., p. 64.

that the teaser is deliberately trying to be mean, or perhaps an older brother or sister does not know just how to treat a younger brother and tease him to cover up their feelings. The older one probably does not realize that the young lad's feelings are being hurt. Another reason may be that they have few interests of their own. The more taken up they are with their own affairs, the less will be the leisure time in which to tease. Teasing is to be expected; therefore a good, strong defense against it is helpful.

Some ways to avoid it would be:

1. Maintain self composure
2. Laugh at someone's attempts to tease
3. Keeping busy with one's own interests
4. Do not remain in the company of older children, thus giving them an opportunity to tease
5. Never tease someone just because they have been a tease.

Sensitiveness

If a person knows that he is unduly sensitive, his best means of being happy and getting along with others lies in developing a shield to frank remarks and in learning to accept well meant criticism.[6] Take the case of Bill who had to fight all his life against sensitiveness. When he was little, his brother and sister were never allowed to bother him in any way because he would cry easily and seemed sensitive; conse-

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6. Ibid., p. 71.

that the [illegible] [illegible]

or other [illegible]

young [illegible]

the [illegible]

feelings [illegible]

have [illegible]

[illegible]

which [illegible]

above [illegible]

Some ways to avoid it could be:

1. Maintain self-control

2. Laugh at someone's attempts to tease

3. Keeping busy with one's own interests

4. Do not remain in the company of older children, thus giving them an opportunity to tease

5. Never tease someone just because they have been teased.

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6. Ibid., p. 71.

quently, the give-and-take of growing up with brothers and sisters was never known to him. After he was graduated from high school, some real adjustments had to be made. He no longer had his brother and sister to protect him. The criticism and corrections of his college friends and teachers were taken too seriously and he found himself without friends because his feelings were always hurt. When he realized why, it took many days and many hard knocks to overcome his sensitiveness.

If a person learns to accept the friendly criticism of older brothers and sisters, he will find that when more serious instances arise they are overcome with little difficulty.

Advantages of Having Older Brothers and Sisters

Sensitiveness may be a result of a feeling of "not knowing" in social situations.[7] An older brother or sister can often be helpful to a younger one and save him embarrassment by encouraging him or dropping a friendly hint when the younger one is confused. For example, an older brother can give the younger boy a few tips that will probably make him feel less awkward when on his first date, and an older sister may offer a suggestion of what the girls like. A person should remember that older brothers and sisters would certainly have appreciated some helpful hints or suggestions in their early teens--if they had had someone to ask.

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7. Ibid., p. 72.

[illegible]

[illegible] sisters were [illegible] high school. [illegible] longer [illegible] also [illegible] their too [illegible] because his [illegible] they, it took [illegible] sensitiveness.

If a person learns to [illegible] older brothers and sisters, he will [illegible] love insecurity and he they are [illegible]

Advantages of Having Older Brothers and Sisters

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7. Ibid., p. 72.

Another advantage of having older brothers or sisters is that they bring a larger group of friends into the home. Although the younger brother may not always be included in the activities he can learn a lot from listening and observing. A person grows mentally only through experience, and a proper evaluation of these experiences.

Still another advantage is the opportunity of association with both sexes. Talks, jokes, and games with an older sister affords the adolescent an opportunity to develop an easy manner with girls. Associationswith an older brother help to broaden the circle of companions and gives the younger boy a chance to learn by observing.

By understanding older brothers and sisters and joining with them in a happy home life many valuable lessons are learned, which will make life easier and much more enjoyable.

CHAPTER IX

UNDERSTANDING YOUNGER BROTHERS AND SISTERS

Differences in temperament and/or interests or even age will seldom prevent brothers and sisters from taking pleasure in one another's companionship, provided each tried to see the other's point of view and gives it fair consideration.

Quarreling, teasing, a lack of respect for another's property or desire to privacy, undue sensitiveness and jealousy may easily arise in families. Such habits do not help establish or maintain good relationships. But the advantages of having brothers and sisters with whom to share things and to learn to be compatable far outweigh the disturbing situations which grow out of these close associations.

If a person is in the early adolescent stage, he may have younger brothers and sisters who fall into one of the following classes:[1]

1. The Unknown Age--Nine, ten and eleven year olds
2. The Transition Year--Eight year olds
3. Early Childhood--Five, six, and seven year olds
4. The Pre-School Age--Two, three and four year olds
5. Babyhood--The first and second years.

In attempting better to understand younger brothers and sisters each group or class will be taken separately, and their capabilities and desires will be discussed.

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1. Martha May Reynolds, Children from Seed to Saplings, p. 56.

[illegible]

Differences in temperament [illegible] will seldom prevent harmony [illegible] in one another's companionship, provided each [illegible] the other's point of view [illegible].

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1. Martha May Reynolds, Children from Seed to Seedling, p. 50.

The Unknown Age - (9 - 11 year olds)

Why is this called the unknown age? According to Reynolds there is no psychological reason for these classifications. These children normally comprise the "intermediate grades" in school, namely the fourth, fifth and sixth. Reynolds likens them to the ordinary fly--pestiferous at times, readily shooed away, and not bothersome enough to make us take constructive steps to keep them under control.[2] Since little has been written about them they are more or less unknown.

The intellectual interests of these children are many. They are curious about everything and have the energy and the eagerness to seek for knowledge. They are greatly interested in the older brother's school assignments and ask many questions about them. Their knowledge and assistance can prove very surprising if they are challenged with some problems.

A brother or sister of this age is not interested in social activities with the opposite sex. Their behavior and interests are different from the opposite sex and they have no desire for companionship or friendship with them. Proof of this lies in taking cognizance of how boys and girls distribute themselves on the playground or in the house--boys in one place and girls in another. For a while they play separately, but eventually one or the other bursts forth into some activity meant to annoy the other group.

At this age, personal appearance is not important. Young

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2. Loc. cit.

[illegible]

there is no [illegible]

[illegible]

in [illegible]

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The intellectual interests of [illegible]

They are curious about everything [illegible]

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ably, but eventually one or the other [illegible] into some

activity meant to annoy the other group.

At this age, personal appearance is not important. Young

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9. Loc. cit.

boys somehow always appear to be unkempt and little girls have not yet become interested in fashions and cosmetics. The early teenager should not try to tidy them up, because they are too busy living and enjoying life to be interested in looks.

Noise and strenuous activity are characteristic of these "unknowns." They are always in a hurry and always making a lot of noise on the way. They apparently ignor being respectful to an older brother, and are likely to greet him with a whoop and a yell as they greet their own young friends; however, they also look to the older boy for signs of approval as he is representative of their future life.

In the home these children need as much privacy as anyone else; they require a place to put their things, respect for them, and a place for their friends. Neither their friends nor their games should be ridiculed; when possible they should be participated in. They should be allowed to play their games in their own manner. In a few years these unknowns will reach adolescence and will wonder if they were ever as rowdy as the "unknowns" they will come in contact with.

The Transition Year - (Eight year olds)

Eight year olds, on a whole, are a carefree and happy-go-lucky lot. They will take criticism much better than the adolescent and are not inhibited in their artistic or creative abilities.

They are just beginning to gain independence in being

[illegible]

[illegible]

[illegible]

allowed bicycles or money of their own. Also, they are allowed away from home for the first time. They are just beginning to gain freedom. They enjoy having an older brother or sister show them the various places and methods of amusement, which are yet quite new to them. They greatly enjoy attending a movie in the company of their big brother and are now independent enough so that the adolescent no longer feels like a "baby sitter." They look to the older boy for guidance, believe in what he says and follow directions explicitly.

Any attempt to help them with their school work is warmly welcomed. One of their favorite comments is "My big brother says."

They take great pride in the achievements of the older boy, are outspoken in their praise, and will stand for no criticism of their older brother from outsiders.

They look to the older boy for a certain amount of protection and direction. To an eight year old, the adolescent is a hero of whom they can be proud and from whom they learn much. In dealing with a youngster of this age, it should be remembered that he has not yet grasped the viewpoint of the adolescent and is still a child.

Early Childhood - (Five, six, and seven year olds)

The little child of five, six or seven years of age is interested in almost everything of the present time--things that are close to them like airplanes, school or the postman. They should not be expected to show interest in the war in

allowed bicycles or money of their own. [illegible] away from home for [illegible] time. [illegible] to gain [illegible] show them the [illegible] are just [illegible] movie in the company [illegible] [illegible] "baby sitters." They look to the older [illegible] believe in [illegible] and failure [illegible].

Any attempt to help them [illegible] welcomed. One of their leaders [illegible] says:"

They take great pride in the [illegible] boy, are outspoken in their praise, and will [illegible] criticism of their older brother from outsiders.

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China or who was the first Secretary of the Navy; they cannot conceive these as being important.

They play with children of their own age, regardless of sex, and seldom bother their older brothers in their recreation; however, they are very interested onlookers, for that is the way they learn.

When a child gets to be five, six and seven, there is no doubt that he is a person who must be reckoned with just as other people in the family are. He begins to assert himself, to have ideas of his own, and to make his presence felt in innumerable ways.

At this age the child takes himself very seriously; he should not be ridiculed. He should be expected to accept the responsibilities he is capable of; he should not be treated like a baby.

One of the greatest adjustments a child of this age must make is that of beginning school. Some are frightened, some unhappy because of the necessary confinement, and some upset by the required learning process. In these cases an older brother can be of much help. He can assure the younger child that school is really fun and show by his attitude toward his studies and his school associations what a keen source of pleasure it affords.

It should be remembered that a younger brother or sister of this age is no longer entirely dependent, but looks to his older brother for assurance and direction.

[illegible]

[illegible]

[illegible]

The Pre-School Age and Babyhood

These two classes are combined since the adolescents associations with and attitudes toward brothers or sisters of this age are very similar. The responsibilities of these classes are still carried by the mother, usually, and an older boy has little responsibility for their welfare.

The tendency of an older brother toward children of this age is either to ignore them entirely, or consider them too young for anything except baby talk. However this assumption is wrong. By ignoring the baby, a feeling of resentment is created; consequently, they will turn to others for affection and attention. These attitudes while developed young are long lasting. In treating a child as "too young," a person not only loses the enjoyment of some of the refreshing ideas and remarks a tiny child makes, but deprive them of some knowledge that the older person might be able to transmit.

A person should never be jealous of a younger brother or sister particularly if there are no intervening children. They should not resent the extra time and attention which parents give the younger child because at this age it is usually necessary.

One should consider the helplessness and desire to learn of these tots and babies, and should treat them with kindness and respect. Their errors and annoying ways will lessen rapidly if their "big brother" gives them a boost along the way.

The Pre-School Age and Childhood

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One should consider the helplessness and desire to learn of these tots and behave, and should treat them with kindness and respect. Their errors and annoying ways will lessen rapidly if their "big brother" gives them a boost along the way.

Younger brothers and sisters are passing through phases which the older child has already mastered.

The tiny child should be treated with consideration and a definite attempt should be made to understand their way of thinking. They will learn quickly and older brothers and sisters will have occasion to be proud of them.

CHAPTER X

PARENTAL GUIDANCE

It is important that the parents understand their son, but it is just as important that the son understand his parents. In fact, in the eyes of his parents, a boy is just about as grown-up as his ability to understand their points of view. Although the son need not always agree with his parents, he does need always to appreciate their attitudes and respect them.[1]

Experience is the root of all thinking, and consequently persons with very different experiences often find it difficult to understand each other. It is for this reason that young people often have a difficult time understanding their parents. But living under the same roof and sharing a multitude of experiences,--some pleasant, some disagreeable, some important,--is an educational opportunity and should bring about some understanding.[2]

One of the ways a boy or girl shows that he is grown-up is by understanding the point of view of grown-ups. When parents realize that their children are trying to understand them, they will try harder to understand them. It works two ways.[3]

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1. Harry C. McKown, A Boy Grows Up, p. 51.
2. Ibid., p. 52.
3. Bernice L. Neugarten, High School Life, p. 113.

CHAPTER X

[illegible]

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1. Harry C. Holcomb, A Boy Grows Up, p. 51.
2. Ibid., p. 52.
3. Dorrance S. Kemperman, High School Life, p. 123.

One major objective to be reached by the end of the adolescent period is the emancipation of the boy or girl from home control and from intense parental attachment. Between the ages of twelve and twenty an individual must change from a child who is dependent upon his home, to an adult who is sufficiently detached from his parents to establish a successful home of his own. The first requirement in a home then, for those of adolescent age, is a wise relinquishing of the control and a wise development of adequate self-control in the adolescents themselves. This process presents a difficult task for the parents. During the twelve or thirteen years of childhood, successful parents have been responsible for the behavior of their children. Naturally, the shift from complete supervision to complete independence cannot be made overnight, but it must be finished by the time the boy or girl is an adult.[4]

In this discussion the reasons for parental guidance (or why parents give their children certain advice) will be demonstrated by questions and answers. By stating some of the questions usually asked by adolescents, and by giving some projected answers, others may be able to understand just how parents allow the gradual emancipation for the child rather than giving complete freedom which may prove disastrous to both parties concerned.

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4. Luella Cole and J. B. Morgan, Psychology of Childhood and Adolescence, p. 218.

One major objective to be pursued by [illegible] adolescent period is the [illegible] from more control [illegible] between the ages of twelve and twenty [illegible] change from a child [illegible] adult who is [illegible] like a successful [illegible] in a more [illegible]. For those of [illegible] guaranteeing of the control and [illegible] self-control in the adolescent [illegible]. This process presents a difficult task for [illegible]. During the twelfth- or thirteen years of childhood, [illegible] are responsible for the behavior of their children. Naturally, the shift from complete supervision to complete [illegible] cannot be made overnight, but it must be [illegible] the time the boy or girl is an adult.[4]

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4. Emily Cole and J. T. Morgan. Parenthood of Childhood and Adolescence, p. 218.

Discipline will be considered first, as without it no family can function harmoniously or effectively.

1. Why do we have discipline?

No group of any size can function without leadership, and leadership demands that everyone obey certain rules; hence we must have discipline to teach and enforce these rules.

2. Who handles discipline and why?

In the democratic group, authority or leadership is placed in those people, who by virtue of their maturity and experience, have shown that they are capable of exercising that authority. In the family group authority is represented in the parents.[5]

3. Will complete authority or discipline make good children?

The way parents handle their authority is entirely responsible for determining whether their children will become self-disciplined individuals or the kind of people who satisfy their every whim with no consideration for the consequences.[6]

4. What are the kinds of discipline?

Discipline is usually classified under the following headings:

a. Unquestioned obedience in which the child is expected

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5. G. E. Chittenden, Living with Children, p. 70.

6. Loc. cit.

[illegible] to [illegible]

[illegible] can [illegible]

3. [illegible] are [illegible]

[illegible]

and [illegible]

hence we [illegible] good [illegible]

rules.

2. The family [illegible] and [illegible]

In the democratic group, authority is [illegible] placed in three people, who by reason of their [illegible] and experience, have shown that they are competent of exercising that authority. In the family group authority is [illegible] in the parents.[5]

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a. Unreasonable obedience in which the child is expected

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5. G. R. Gilbertson. Living with Children, p. 70.

6. Ibid. p. 71.

to comply immediately to any command given by their parents. These parents maintain that children do not have the ability to make good decisions; therefore, all their decisions should be made for them by older, wiser people.

b. Unlimited freedom in which the parents believe that so-called self-expression is desirable. They allow their children to follow their own whims, and exert no authority whatever. Their children will never have consideration for others.

c. Discipline based on reason in which the parents expect obedience but try to give a reason why they expect it. This is by far the most acceptable method to the child.

5. Why do some adolescents begin to resent parental discipline?

During the period of adolescence there is an urge to break away from the semi-passive family relationship of childhood to a more independent way of doing and thinking, and thus directing one's own plans and destiny toward an adult life.[7]

It is an established fact that there is always some disagreement between adolescents and their parents. The unwillingness of parents to recognize that their child is growing up and maturing at a rapid pace, associated with the latter's

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7. J. M. Murray, "The Conscience During Adolescence," Mental Hygiene, July, 1938.

to compel [illegible]
parents. [illegible]
have the ability [illegible]
their [illegible]
people.

b. [illegible]
accepted [illegible]
children to fold [illegible]
ly wanderers. [illegible]
ties for others.

c. Disciplinary based on fear is [illegible]
cannot obedience but may be [illegible]
it. This is [illegible]
child.

d. May do more adolescents begin to resent parental [illegible]
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7. G. M. Murray. "The Dependence During Adolescence," Mental Health, July, 1952.

growing independence at this period of life, complicates the whole problem. On the one hand, there is the adolescents desire to break loose from the sheltering walls of the home and to get rid of specific restrictions; on the other, there is his desire for the protection and security the home affords. He cherishes adventure, and looks forward to excitement; however, as problems arise he has a felt need for protection and security.[8]

The following questions and answers may be helpful in determining what some of the common causes of the above-mentioned disagreements are. There is an attempt made to show the attitude of the parents, or material that may have guided them in their decisions.

1. Why do parents object to late hours?

The main reason usually lies in the difference in the social standards of one's parents and the group he or she is traveling with.[9]

They may be unable to finance late hours or they may feel that the adolescent is endangering his health. Also, they probably feel this is a cause for poor scholarship. If parents keep late hours and have little regard for their health or home life they will offer no resistance to their child's practice of the same, unless they have realized their folly and are trying to make their child's life a better life than

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8. Karl C. Garrison, The Psychology of Adolescence, p. 128.
9. Ibid., p. 139.

[illegible]

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3. Karl C. Garrison, The Psychology of Adolescence, p. 158.
5. Ibid., p. 159.

their own.

In a large high school, the opinions of the freshmen were asked on a whole group of conduct problems. One question concerned how late they thought they should be allowed to stay out at night, and what their parents thought about it.

As one might expect, they reported that their parents expect them in by 11 p. m., whereas the students say 12 p. m.

But when the students were asked, "If you were the parent, what time would you insist that your boy or girl be home in the evening?" A very large proportion of the students said 11 p. m. and went on to admit that if they themselves were parents they would set about the same standards for their children as their own parents were setting for them now.[10]

2. Why do parents object to my use of the family automobile?

The family automobile is the property of a group and should be treated as such. Each member should have an allotted amount of usage, but the father should have priority because his needs are greater and should be considered first.

Parents object to children driving if they do not have a license and legally should not be driving, unless accompanied by a licensed driver. Sometimes all members of the family do not take care of the automobile when using it. Other sound reasons for objection may be too frequent demand

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10. Bernice L. Neugarten, High School Life, p. 113.

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10. Maurice L. Hargrave, High School Life, p. 112.

for use of the car or taking the car on forbidden trips.

Most boys in their early teens are too young to be allowed the use of an automobile; however, when they have reached the driving age difficulties about the use of the car can be removed by making arrangements in advance, showing ability to care for it properly, and showing consideration for others by not using it too often.

3. Why do parents refuse to let the adolescent buy the clothes he likes?

It is a common trait of the adolescent to want greater freedom in buying his clothes.[11] This freedom, like any other attained, does not come all at once. Parents have always selected clothes for the adolescent, taking into consideration proper size, practicability, and cost. The boy in his early teens should be permitted to choose minor articles of clothing such as socks and ties; as his independence and ability to select clothes increases he may be allowed more freedom in this line.

4. Why do parents object to some books and magazines their children read?

One of the problems with which many parents have been concerned is the protection of growing boys and girls from undesirable literature and lurid stories.[12] Parents are

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11. Karl C. Garrison, Psychology of Adolescence, p. 143.

12. Ibid., p. 130.

for use of the car or bicycle, the car or motorcycle helps.

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3. Why do parents refuse to let the adolescent buy his clothes on Friday?

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11. Earl C. Gerhson, Psychology of Adolescence, p. 143.

12. Ibid., p. 150.

trying to shield their children from the undesirable side of life and to prevent them from getting the wrong information. Parents are not resentful of the fact that their children aregaining information, but they want it to be correct and will make suggestions as to the type of reading matter which presents the same information but in a correct manner.

5. Why do parents object to children smoking?

In attempting to find an answer to this question, some of the effects of and statements about smoking, as given by McKown[13] will be considered.

What will the adolescent lose if he begins to smoke? Most people have learned that tobacco-smoking is injurious because tobacco contains nicotine. What is nicotine? Nicotine is a very poisonous alkaloid, the active principle of tobacco.

Nicotine can affect the heart; smoking can cause a rise in blood pressure; inhaled smoke injures the delicate membranes of the lungs and throat, irritates eye tissues and tends to produce digestive and excretory disturbances, sallow skin, nervousness, giddiness or mild depression.

Some additional effects as shown by investigations are: psychological disturbances in young boys particularly--such as decrease in rate of learning, shortening of memory span, and general inattention.

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13. Harry C. McKown, A Boy Grows Up, pp. 189-190.

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[illegible]

c. The [illegible] Effect on Children

It is [illegible] to [illegible] of the effects of [illegible] on children, [illegible] Moreover,[12] will be considered.

What will the influence of [illegible] be [illegible] Most people have learned that cocaine-smoking is injurious because cocaine contains nicotine. When in [illegible] this is a very poisonous alkaloid, the active principle of tobacco.

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12. Henry C. Lehman, J. Exp. Genet. 12, pp. 189-190.

Since most parents know the effects of smoking, a person can hardly blame them for placing restrictions upon the adolescent and trying to prevent him from forming the habit of smoking.

6. Why do parents argue with their children about spending money?

As children approach adolescence it is highly desirable that they be given an allowance, the amount of which is gradually increased so that they buy an increasingly greater proportion of what they need.[14] From this statement it can be seen that this is another freedom that is not easily gained but must be earned.

Parents will give their children money in accordance with their ability to do so, and their understanding of the child's immediate needs. The way in which this money is handled, by the person, will govern the parent's attitude toward increasing the allowance.

Many parents sincerely believe that they help their children by allowing them to grow up without feeling economic pressure. However, quite the reverse is the case. If the parents do not make some such arrangement as an allowance, they encourage adolescents to ask or tease for money just as if these near-adults were small children.[15]

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14. Luella Cole, Psychology of Childhood and Adolescence, p. 219.

15. Ibid., p. 220.

[illegible]

[illegible]

[illegible]

To avoid arguments, the adolescent should explain his immediate needs to his parents in order that an adequate allowance may be made. The financial needs of the adolescent today are greater than those when their parents were in the adolescent stage. If the money given to the adolescent is handled intelligently, the amount will be increased as the ability to handle money is proved.

7. Why do parents object to certain companions?

A feeling of protection is the basis of parents' objection to certain friends. Each parent wants the best for their child. Some companions exhibit traits which parents consider harmful and do not wish their child to acquire.

However, an adolescent's friends should not be chosen for him by his parents. If such childish treatment of himself is allowed, he will never grow up.[16]

The best way to combat parental objections to certain friends is to assure the parents that one is not blinded by these faults; these companions should be invited to the home where they may be given an opportunity to establish friendly relationships with your parents.

8. Why do parents insist that their children eat foods they dislike but which they maintain are good for them?

One of the best ways to insure health is through eating food, in the proper quantity and variety, to meet individual

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16. Loc. cit.

[illegible]

[illegible]

[illegible]

requirements. Some boys eat too much food, some do not eat enough, some eat plenty, but eat the wrong kind for their individual needs. Growing boys and young men usually need a great deal of food to nourish their new muscles and tissues. Probably more boys during the growing period undereat than overeat.[17]

The parents' greatest desire is for their children to have good health. Because of this desire and responsibility, they keep urging the youngster not to restrict his diet to the foods he really likes, but to try to like all food, thus receiving the maximal benefit from the diet. If the food value of some food or foods is doubted, their nutritional value may be checked on; if the misgivings are well-founded, the information can be presented to the parents. The parents should commend the child for his efforts in research and should no longer force him to consume the food.

9. Why do some parents treat their adolescent as if he were still a child?

One major objective to be reached by the end of the adolescent period is the emancipation of the boy or girl from home control and from intense parental attachment.[18]

The boy in his early teens may feel quite grown up, but the family may not see it that way. Many times a boy or girl doesn't seem as old to his parents as he seems to himself or

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17. Harry C. McKown, A Boy Grows Up, p. 169.

18. Luella Cole, Psychology of Childhood and Adolescence, p. 218.

[illegible]

[illegible]

[illegible]

his friends.

It is quite natural for parents to keep thinking their youngster is still a child. They have spent many years protecting him; it may not be easy for them to stop behaving and thinking that way. A person in the early stage of adolescence should try to put himself in his parent's place the next time he finds himself arguing with them over clothes or spending a week-day night out.[19]

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19. Bernice Neugarten, High School Life, p. 113.

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10. Bernice Hungerford, High School Life, p. 119.

CHAPTER XI

CHANGING PARENTS AFTER FORTY

Forty-two is the average age of the parents as determined by results of checking class reports of the 1948-49 school year. Why is this important? Many words have been written about the changes which the adolescent is now experiencing. The adolescent hears so much about this particular phase of his life that he comes to believe that it is the last change that takes place in his physical and psychological make-up. This is a very erroneous impression since there is a change and a very definite one that takes place at the end of middle age.

In other words, the life cycle is a series of changes from babyhood to childhood to adolescence to young manhood to middle age and to old age. Only one of these changes is free of major physical and psychological adjustments. It is that of middle age. One enters upon middle age from a period of youth only on a basis of accumulation of extra years and a slowing down of bodily processes.

In this discussion there will be an attempt made to present to the adolescent a simplified picture of the change which takes place in men and women between 40 and 60 years of age. In calling this a change from middle age to old age, one must realize that it is meant only as a method of distinction between the various changes. A man or woman of forty certainly is not considered old but due to the fact that all humans differ in

CHAPTER II

CHANGING [illegible]

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their development, a wide span of years must be included in this discussion.

This change or phase to be studied is called the menopause or climateric and takes place in both men and women.

In women the menopause or climateric is the physiological cessation of the menstrual flow, the end of the period during which the ovarian follicles develop in the ovaries, and consequently the end of the childbearing period. It is usually marked by atrophy of the breasts, uterus, tubes and ovaries. The amount of carbohydrates that can be oxidized is diminished and obesity is common. The age of menopause varies as does the age of puberty; in general, it may be said the earlier the puberty, the later the menopause, and vice versa. In temperate climates the average period for the arrival of the menopause is from about 45 to 47 years.[1]

Recognition of the male climateric has become popular in recent years. This condition is said to occur in the middle or late forties and to be characterized by fatigue, indecision, hot flushes, excessive perspiration, mood changes, headaches, impaired mental concentration, numbness, lack of endurance, a feeling of inadequacy in undertaking new duties and a tendency to seclusion.[2]

Sex and reproduction, like all other human functions,

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1. Diana Clifford Kimber, Textbook of Anatomy and Physiology, p. 701.

2. Edward Weiss, M. D., Psychosomatic Medicine, p. 262.

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Sex and reproduction, like all other human functions,

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1. Diana Clifford Kimber, Textbook of Anatomy and Physiology, p. 701.

2. Howard Weiss, M. D., Gerontologic Medicine, p. 583.

change in accord with the life cycle decreed by nature. Just as at puberty the body took over new capacities, now it loses what it was then given. The kind of life characteristic of mature men and women disappears and in its place comes something new. It is more than a giving up; it is a transformation, having positive as well as negative results.[3]

Just as the adolescent is conscious of and sensitive to his present bodily changes, so also are the parents experiencing the same sensations as they pass through the climateric.

The ancients used to speak of the experience as representing a critical period. This was because they noticed untoward happenings that emphasized the seriousness of the passing of sex vigor and its final decay and disappearance. As compared with the tumultuous experience of puberty the climateric is commonly less crucial. Even though puberty brings trouble it is associated with growth and the onward going of the individual, while the climateric is linked with the decline and passing of an important human function. The change is in general more important for women than for men. The change at puberty likewise meant more to the girl than to the boy, and now sex and reproduction, which have had so much to do with the individual's human destiny, by fading away make necessary a considerable adjustment of body, mind, and social behavior.[4]

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3. Ernest R. Groves, Marriage, p. 476.

4. Loc. cit.

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3. Ernest R. Groves, Marriage, p. 472.

4. Loc. cit.

If the mother or father or both parents of the adolescent are experiencing the changes of the climateric, some of the problems, physical and psychological, which they may be having are:[5]

Mother	Father
Hot flushes	Hot flushes
Cold shivers	Indecision
Headaches	Headaches
Emotional instability	Mood changes
Fatigue	Fatigue
Dizziness	Dizziness
Irritability	Lack of endurance
Insomnia, nausea	Excessive sweating

There must be a realization of the possibility of psychical disturbances during the period of the woman's change of life so that the family routine may be adjusted to the new circumstances. When we come to the psychic symptoms of woman's experience, we find a larger opportunity for the family itself to contribute directly, help that will lessen the load that the wife may have placed upon herself. There is a special need for every member of the family to see the problems involved as symptomatic of the readjustment of body and life forced upon the wife and mother.[6]

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5. Edward Weiss, M.D., Psychosomatic Medicine, pp. 255-262.
6. Ernest R. Groves, Marriage, p. 482.

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There seems to be a relationship or the possibility of psychological disturbances during the period of the woman's change of life so that the family relations may be adjusted to the new circumstances. Often in case of the psychic conditions of woman's suspicions, we find a larger opportunity for the family insofar to contributing directly, only that will insure the fact that the wife and have placed much herself. There is a special need for every member of the family to see the problems involved as sympathetic of the readjustment of each man life forced upon the wife and mother.[5]

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5. Edward Weiss, M.D., Sexophrenic Medicine, p. 208-209.
6. Ernest R. Groves, Marriage, p. 288.

One of the most noticeable of these symptoms, to the observer is fatigue, which takes place in both parents.

The adolescent remembers in past years how Dad and Mom were always ready to join in his activities or perform many tasks for his daily comfort; but, now they are not so quick to conform. Maybe Mom is slower getting up in the morning to get you off to school, or perhaps the cookie jar or the cake box is not always full like it used to be. It's not because she has lost interest in her child, but because her tasks have become harder, and she tires more readily. How can the child help? In many ways, such as keeping the bathroom tidy, picking-up discarded clothing, running errands, being on time for meals, and most important following parental direction without complaint. Mother is not only passing through the climateric phase but also is conscious of the fact that her son is passing into young manhood and becoming more independent. This too is an emotional change for her to overcome since up until now she has been very necessary to your well-being.

Other symptoms of which the adolescent becomes conscious are irritability and attacks of anxiety. Why does Mom fuss so much? Nothing seems to be right! She worries about her child if he is late coming home, if he gets his feet wet or if he does not eat properly. Mothers have always worried about these things but they seem bigger to her now because her physical make-up is undergoing a change and her senses

are more acute. Then too, she misses the times when her little son was always with her or near her and she was able to partially supervise his activities. What can be done about this? To relieve her anxiety, the adolescent can report home either by telephone or in person after school, to let mother know his plans and approximately when to expect him home. Anxiety is the outgrowth of not knowing so if the parents know where their youngster is and when he will be home, there will be less cause for it.

To avoid the irritability of one's parents, a person should be pleasant in relations with them. The adolescent should not demand his parents to do something for him. If they seem to take an unfair attitude toward some scheme or experience, an argument should not follow. The case should be presented and the parents given a little time to think it over. Usually the child gets his way if there is no harm in the request he has made.

Depression of spirits and emotional instability are two problems of this phase of life usually too deep seated for boys in their early teens to attempt to understand. They are problems that require medical advice. Sometimes, emotional instability reaches such a pitch that the mother has to be taken away from the home. If this be the case, the adolescent should not be ashamed of it, but should treat the situation as any other illness that with proper care can be healed in time.

Although a man's change of life is less spectacular than

are more costly. [illegible]

[illegible]

[illegible]

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a woman's, this must not conceal the fact that he also must accept the verdict of nature and adjust his life to new conditions. The lessening of man's sexual impulse comes in a more gradual manner than in the case of the woman, and with less shock and emotional disturbance.[7]

In this discussion, the adolescent has been shown some of the situations which arise with mother as she is passing through her period of change. Some suggestions have been made as to how things may be made easier for her, but it should be remembered that Dad too may be having his physiological and psychological troubles while trying to help Mother along with hers.

The adolescent should have respect for what his parents are experiencing and help them make their change with the same consideration that they are showing for his adolescent period.

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7. Ibid., p. 487.

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7. Ibid., p. 487.

U N I T I I I

F A M I L Y L I F E

CHAPTER XII

THE RIGHT TO MARRY

Marriage is not regarded as an absolute human right in either the ethical thought of any modern group of people or the laws of any political state. Even savage tribes have commonly denied marriage to certain individuals for religious or social reasons.

In the United States at the present time the right to marry is more limited by law than is the right to vote. In the restrictions put upon those who desire to marry there are great differences between the states, and everywhere the effectiveness of the law depends upon public opinion and the efficiency of administration.

At the present time, the legal and ethical restrictions are largely based upon the potential parenthood involved in the union of the man and woman. Marriage is interpreted as the doorway to family experience, and is closed to some because in the opinion of the State they do not qualify as suitable mothers or fathers. Other restrictions attempt to prevent the exploitation of those who are too young to be given the privileges of citizenship, and to ensure their waiting until they are able to make a mature marriage choice.[1]

In the state of Florida the legal restrictions placed

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1. Ernest R. Groves, Marriage, pp. 45-46.

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In the United States of the present time [illegible] marriage is more limited by law than is the right to vote, [illegible] the exceptions but upon these [illegible] to marry [illegible] are great differences between the states, and by ignoring the administrations of the law depends upon public opinion and the efficiency of administration.

In the present time, the legal and religious restrictions are largely based upon the potential parentage of involved in the union of the man and woman. Marriage is interpreted as the journey to family responsibilities, and is closed to some because in the opinion of the State they do not qualify as suitable mates or citizens. Other restrictions attempt to prevent the exploitation of those who are too young to be given the privileges of citizenship, and to ensure their working until they are able to make a mature marriage choice.[1]

In the state of Florida the legal restrictions placed

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1. Lemert J. Harris, Lectures on Ethics.

upon persons desiring to marry are:

(1) a physical examination of both parties by a reputable physician, including a test for syphilis, prior to application for the license;

(2) a three day waiting period after the issuance of the license, and

(3) the assurance that both applicants are at least eighteen years of age.

With special consent of the parents, a license may be issued to persons as young as 16 years. In this way it is hoped to prevent much of the marital discord caused by ill health or lack of experience.

There are two commonly accepted principles that prevent marriages even though both parties may meet all the legal requirements. One is that close relatives should not marry. Even though the family records of both parties show remarkable soundness of health, marriage of relatives closer than first cousins is considered undesirable. The danger of such marriages lies in the fact that any defects in the family health history will be added together and may be produced in their offspring.

The second principle is that persons whose family records show similar defects should not mate since they also bring to their union the same trends toward hereditary weaknesses.

Other restrictions which are placed upon marriage are found in religious and racial beliefs. Some religions require that both parties be of the same religious faith before the union is recognized officially. While there are no definite

laws governing racial differences there have been very few marriages involving persons of different races. The last war has been responsible for more mixed marriages than any social change experienced and in our present day these marriages are becoming more frequent.

Even though a couple should satisfy the ethnic, religious, racial and legal requirements of marriage there are several factors to be considered if the marriage is to be a successful one.

In order to establish a successful family, people must be emotionally mature. Psychologists tell us how we may know whether or not a person is emotionally mature. Is the individual able to keep emotional responses within bounds, and to delay emotional responses when this is desirable? Does he have only moderate reactions of anger and hate? Is he able to handle self pity in such a way that he is always more sorry for others than for himself? Is he independent of coddling? Can he endure suffering without trying to attract sympathy?

Another test of emotional maturity is the capacity to love someone besides oneself. Is the individual interested in others for their sakes, and not for what he can get out of them? Does he seek only to enjoy his beloved; or does he try to serve and benefit her? Does he stop to think whether marriage will fulfill her highest life purposes as well as his own? Not everyone has the capacity for disinterested love.

The individual who lacks it cannot be expected to make a success of family life.[2]

Another important factor in building a successful marriage is a need for intellectual maturity. Most of the problems that are faced during marriage can be solved more easily by the person who is intellectually mature. Some signs of intellectual maturity are a sense of proportion, willingness to take advice, profit by the experience of others, and the ability to face reality.

Young people in love do not see things as they really are but as they want them to be. Afterwards, when unlooked-for problems appear, they are apt to blame each other. This, of course, is not facing the facts. Problems can be dealt with if both parties think objectively, seeking to find a solution. If differences of opinion arise, the realistic course is to reach a compromise. Quarrels develop only when people lose their tempers and give up the effort to reach an understanding.[3]

Nothing is more important for successful family life than social maturity. The individual who is socially mature is willing to employ the customs that make for smooth living. He does not scoff at the accepted rules of etiquette, and he realizes that good manners are needed more in the home than

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2. Ruth Wood Gavian, Our Changing Social Order, pp. 250-251.
3. Ibid., p. 252.

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Young people in love do not see [illegible] they [illegible] are but as they want them to be. Consequently, the [illegible] for problems occurs, that we use to place [illegible]. Love, of course, is not feeling, and therefore, problems can be dealt with at both positive and objectively, [illegible] to find a solution. In [illegible] of [illegible], the realistic course is to reach a compromise. Marriage [illegible] only when people lose their temper and give up the effort to reach an understanding.[2]

Nothing is more important for successful family life than sound [illegible]. The individual who is [illegible] in [illegible] to [illegible] the [illegible] [illegible] [illegible]. He does not [illegible] at the [illegible] value of [illegible], and he realizes that good memories are [illegible] more to the home than

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1. [illegible] Good [illegible], Our Changing [illegible] [illegible], 250-252.
2. Ibid., p. 254.

anywhere else. He is sympathetic with all sorts and conditions of men and is willing to adjust himself to the habits of those with whom he lives.

A socially immature person is ill fitted to assume the responsibility of a home maker. Men often run away from the difficulties that go with marriage and parenthood. The mature person has the capacity to persist in spite of difficulties. Thus we find that everyone does not have the right to marry and those that do should solve many problems if their marriage is to be a success.

After a person has chosen his mate and is anticipating marriage he may make use of the following lists in attempting to forecast the success of his venture.

A. What My Wife Should Expect Of Me[4]

1. Health
2. Sound health habits
3. Good heritage
4. Adequate income
5. Business judgment
6. Respect for her independence
7. Good breeding

B. What I Should Expect of My Wife

1. Health
2. Sound health habits
3. Good heritage
4. Homemaking skill
5. Business judgment
6. Good breeding

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4. Roy Dickerson, "So Youth May Know," taken from Ruth Wood Gavian, Our Changing Social Order, p. 249.

experience alone. He is equally [illegible] with [illegible] time of [illegible] and in [illegible] [illegible] of them, with whom he lives.

A peculiarly [illegible] responsibility of a home maker. Too often [illegible] difficulties that go with marriage and [illegible] person has the ability to develop in spite of [illegible]. Thus we find that overyone does not have the right to marry and those that do should make [illegible] preparation in order [illegible] is to be a success.

After a person has chosen his mate and is anticipating marriage he may make use of the following lists in attempting to forecast the success of his venture.

A. What My Mate Should Know or Be[4]

1. Health
2. Sound health habits
3. Good heritage
4. Adequate income
5. Business judgment
6. Respect for her independence
7. Good investing

B. What I Should Know of My Mate

1. Health
2. Sound health habits
3. Good heritage
4. Homemaking skill
5. Business judgment
6. Good investing

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4. Roy Dickerson, "So Worthy Love," taken from Such Wood Burning, The Christian Social Series, p. 240.

C. Factors of Equal Importance to Both of Us

1. Mutual liking
2. Common interests
3. Mutual encouragement and inspiration
4. Self-restraint
5. Cooperation
6. Thoughtfulness
7. Similar ideals
8. Confidence and trust
9. Love of children
10. Constructive attitude toward sex

CHAPTER XIII

CHOOSING A MATE

Dating is not done with any conscious motive--such as marriage--in mind. Social and personal factors are predominant. A boy sees a girl; she appeals to him; he arranges to get acquainted and then makes a date. It may be a single date, or this one chance meeting may ripen into friendship, engagement and matrimony.[1]

The boy in his early teens is just beginning to date girls and is experiencing the feelings of inadequacy that accompany making and fulfilling first dates. In the first place, acquaintances are determined by race, neighborhood, family, social or economic status, school, and religion; but, they are also determined by a conscious effort on the youth's part to cultivate the right kind of friendships with those of the opposite sex.

First dates will be of an experimental nature, because the boy is just beginning to search for the ideal girl that has been taking shape in his mind for the past year. Plans for marriage at the present time are very remote but as one passes into later adolescence it is found that with few exceptions the young man or woman during the later part of

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1. Robert G. Foster, Marriage and Family Relationships, p. 72.

[illegible]

[illegible]

[illegible]

adolescence takes it for granted that some day he or she will marry.[2]

With almost one-third as many divorce decrees as marriage licenses being granted each year, more and more young people are questioning whether the hit-and-miss system of falling in love and marrying results in "living happily ever after." Most of those contemplating marriage naturally hope that their marriage will not be among the failures, so they are interested in knowing what scientific information is available on courtship, choice of a mate, and the bearing of various factors upon marital success.[3]

Since this discussion is titled "Choosing a Mate," some of the desirable and undesirable characteristics to be found in the prospective mate will be listed and evaluated.

It should be remembered however, that one is always forced, if he makes a choice, to choose between his ideal, the type of person he needs, and the type of person he is likely to be able to get in the marriage market at the time.[4]

Girls who possess a marked degree of beauty will be among the first to attract attention as everyone enjoys looking at a beautiful person.

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2. Groves, op. cit., p. 133.

3. J. T. Landis, Building a Successful Marriage, p. 89.

4. Foster, op. cit., p. 72.

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[illegible] [illegible]

There may be considerable appeal and merit in the fact that a possible mate is endowed with beauty and grace; dresses well, and has all the surface attractions of personality. But what is the background of this individual? What are her characteristics, character, attitudes, habits, and compatibility so far as this particular union is concerned? In the long run it is these factors that make for the success or failure of a marriage, not beauty or external charm.[5]

Since all girls are not beautiful and all beautiful girls do not make good marriage partners, the question arises as to "What are some of the other qualities one should search for?"

From a positive standpoint the most desirable quality to look for in a mate is the desire and ability to cooperate.[6] If the girl is willing and able to cooperate there will be less embarrassment and more chance for a happy union; there will not be constant bickering over trivial things. She will accept an attempt to show her a good time without demanding to be taken to better places that cost more money. She will enter into all activities wholeheartedly and thereby make the boy's enjoyment of them greater.

Another important factor in choosing a life partner is to make an attempt to match social and economic backgrounds.

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5. James A. Wagner, The Art of Happy Marriage, p. 53.

6. Loc. cit.

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The feeling of inferiority, which arises in persons who are lacking in these, is not conducive to happiness. If the adolescent is interested in a girl too much above his social, educational or economic level, much frustration may be suffered because he cannot reach her standards. Should the girl fall in a class below his standards, the boy may unconsciously be ashamed of the girl at times, and will treat her in a patronizing way; this will breed resentment.

A question which often confronts lovers is that of unusual differences in age. This does not mean that such marriages are necessarily unhappy. However, they are under a handicap as compared with the union of people of approximately the same age, who can grow up and are old together.[7]

Any girl who is more than ten years older than her husband is bound to be sensitive to this age difference and as time passes, the husband may lose a great deal of his love for the wife who at marriage seemed more experienced but now seems much older. The same holds true if the difference in age lies on the side of the husband. Ordinarily in our society, the man is from two to four years older than the girl he marries.[8]

Good health is a contributing factor to personal happi-

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7. Wagner, op. cit., p. 59.

8. Foster, op. cit., p. 83.

The feeling [illegible] [illegible]
[illegible] is there. It may [illegible]
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[illegible] [illegible]
[illegible] becomes the [illegible] [illegible]
[illegible] in a close [illegible] [illegible]
be endured if the [illegible] [illegible]
[illegible] way; this will breed resentment.

A question which often concerns brides is that of [illegible]
differences in age. This does not mean that [illegible]
are inconsequentially [illegible]. However, they are [illegible]
as compared with the [illegible] of people of [illegible]
same age, who can [illegible] and are [illegible].[7]

Any girl who is more than ten years older than her husband is found to be sensitive to this age difference and as time passes, the husband may lose a [illegible] of his love for the wife who at marriage seemed more experienced but now seems much older. The same point time if the difference in age lies on the side of the husband. Ordinarily in our society, the man is [illegible] to four years older than the girl he marries.[8]

Good health is a contributing factor to personal happi-

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7. [illegible], op. cit., p. 37.
8. Lowrie, op. cit., p. 69.

ness throughout life. It does not guarantee happiness, nor does the lack of it necessarily preclude happiness. However, other things being equal, good health is important for good adjustment. In selecting a mate, men frequently fail to give the health factor enough consideration.[9]

The desire to dominate may be appealing and one thinks his beloved should be fragile; but it can become a financial, economical and social fetter if your wife's ill health continues in marriage. The husband will be unhappy because of the necessary concern for his wife's well-being and she will be unhappy because she feels she is failing her husband.

A marriage choice is not predominantly concerned with qualities nor with possessions, but with personality.[10] Some of the personality traits that assume importance in a potential mate are as follows:

Desirable	Undesirable
1. Affection	1. Emotional tenseness
2. Mutual interest	2. Feeling of inferiority
3. Cooperation	3. Irritable and dictatorial
4. Respect	4. More concerned with being important than being liked
5. Consideration	5. Impatience
6. Even temper	6. Moody

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9. Judson T. Landis, Building a Successful Marriage, p. 106.

10. Groves, op. cit., p. 137.

7.	Sense of humor	7.	Selfishness
8.	Good homemaker	8.	Critical
9.	Good appearance	9.	Jealous
10.	Desire for children	10.	Poor house keeper

Young people are usually conditioned early in life in ways that will make them good or bad risks in marriage.[11] The effect of a happy home governed by happily married parents are reaching; the same holds true of an unhappy home. Children from happy homes approach marriage without fear and make a much more successful venture of it. The family background of the husband and that of the mate is indicative of what their life will be together.

If the mate has been chosen intelligently, with due respect to racial and religious barriers, and if the mate has provided himself with the ability to assume marital responsibility then he is ready to marry and be on his way to building a successful marriage.

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11. Landis, op. cit., p. 100.

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12. Bandis, op. cit., p. 106.

CHAPTER XIV

SUMMARY AND CONCLUSIONS

Summary

In the unit entitled "Self" an attempt was made to present the growth of an adolescent boy, asgoverned by the endocrine glands, and an explanation of physical specifications springing from heredity and environment. The reproductive organs of the male were strongly emphasized and those of the female were presented in such a manner that an adolescent boy might gain an adequate understanding of them. Chapter IV was devoted to questions presented by ninth grade students of Winter Haven High School and the answers to these questions were derived from various sources. In the final chapter of this unit, an attempt was made to explain some of the emotional problems which arise as a youth strives to adjust to environmental life.

The second unit entitled "Home" arouses in the teen age youth the importance of a home and the part that he must assume in it. The first four chapters of this unit are devoted to his individual responsibilities, such as being an older brother or a younger brother, being a member of the group, being the only child. The situations which arise in any of these aforementioned instances are presented and the proper conduct for each instance is suggested. The chapter concerning parental guidance introduces the adolescent to some of the reasons for

discipline in the home, and attempts to place the student in the position of a parent. It is hoped that by this method the adolescent may reach a better understanding with his parents. The chapter entitled "Changing Parents After Forty" brings Unit II to a close with an explanation of the various physical and mental aspects of the male and female climateric, and the role young people may assume in aiding their parents during a difficult time.

The third unit entitled "Family Life" could be interpreted as a preparation for family life since it presents only those problems confronting a young man contemplating marriage. This unit was restricted to these aspects because of the age of the boys encompassed by this study. In emphasizing the "right to marry," an attempt was made to discourage rash marriages contracted by adolescents who have had little experience. In the chapter entitled "Choosing A Mate," which is the final chapter of Unit III, the young boy is shown some of the desirable and undesirable traits of prospective mates and how they may prove disastrous or beneficial to the sanctity of marriage.

Conclusion

This study has been written in such a way that the contents may be presented to boys of the ninth grade level; it is intended, not to be the only source of information on the subject of self, home, and family life, but simply to give a

student of the secondary school level a broader background for orientation between himself and his life work in this complex world. The theme of each chapter is in itself a subject for further investigation. In fact, the student with an alert mind will find in each chapter many subjects concerning which he will want to learn more. Thus there will be incentive for further study and research.

Chapter summaries were eliminated for two reasons: first, when a unit is presented by an instructor, it can be summarized at the mental level of the students, taking into consideration the large differences in environmental home life of each member of the class. Second, exclusion of summaries of each chapter should bring about class discussion and a clearer understanding of the subject matter. If a boy of secondary school level were reading this thesis, under the guidance of an instructor, the omitting of chapter summaries should assist in the establishment of rapport by stimulating the student to make further inquiries.

Adolescence is a conflict period. The normal adolescent shows a great sensitivity to social stimuli of all kinds. Heterosexual interests are essential to normalcy. The increased freedom which youth enjoys today calls for increased emphasis upon guidance in social living. Formerly, in the more closely knit family, the social life centered aroung the home itself or the homes of friends. Today chaperonage is outmoded. Adolescent freedom is now a more of society, and much

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of the guidance must be by remote control. Morally, youth develops his own ideas of conduct; in many cases it is not identified with the conduct of his parents, and is far removed from that of his grandparents.

The conditions of modern life which tend to prolong adolescence, by depriving youth of realism long after he is capable of reckoning with it, can be augmented by bringing him into contact with reality through science. The scientific attitude acquired in science classes, when applied to personal problems, enables the student to face the problem of adolescent freedom in a more objective manner and permits the teacher to give guidance by remote control.

Ralph K. Watkins of the University of Missouri has stated, "In many current high school courses there are few, if any, complete textbooks which cover the content, training, and experiences to be included in the course."[1] This study in human growth and human relations attempts to increase the training and open the pathway for evaluated experiences in adolescent life of today. A definite need for training in social needs is exemplified by an editorial in the Winter Haven Junior Senior High School paper of April 27, 1949.

> "The youth of America today will be the leaders of tomorrow. Yes, we have heard this over and over again but what are we doing about it? We are living at a fast tempo today and it is rare to find a person who isn't in a hurry to go some place or get something done.

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1. Douglass, op. cit., p. 344.

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In a few weeks there will be thousands of boys and girls graduating from the high schools all over the United States. Among them will be about 125 from ourown Winter Haven High School.

Most of these boys and girls probably won't get any more education after graduation. What then will they do? Probably they will take the first job that comes along, not knowing whether they will be happy at it or not. This problem isn't as bad right now as it was a few years ago. Most high schools have set up some kind of vocational program and a student who graduates has a 50-50 chance of getting into a field of work that he will enjoy.

We have the older generation to thank for the great strides that have been made in preparing the youth of the task that they face tomorrow. But there is one thing that is sadly lacking in the schools of today. What is that?

True, in some cases it has been tried but has it been given a fair chance to succeed? In most cases it hasn't. The first thing needed is well instructed teachers, ones who have studied the problems and are emotionally fit to deal with them.

Second, the cooperation of parents and teachers in bringing this about. The churches and the home shy away from this problem, so that leaves the schools to deal with it. Most children learn all they know about sex over the backyard fences and from the wrong kind of literature. It is the duty of the leaders of today to bring this out into the open and deal with it in an open minded way.

It has been proven that most divorces are the result of improper sex education. Many young people today regard marriage too lightly. If they are taught in time to realize the great responsibility of married life, and have a normal outlook on sex, there will be no need for more strict divorce laws because there won't be much demand for divorces.

....This can't be accomplished in a few months or a few years, but if the educators and the parents go to work with the co-operation of the public it can be accomplished in the near future."[2]

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2. Editorial, Winter Haven Junior Senior High School Paper, April 27, 1949.

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Everyone agrees that he wants to get the most enjoyment out of life that is possible. If this problem can be solved it will be another stride forward.[3]

Hubert H. Mills, University of Colorado, has stated,

> "A properly balanced and sane consideration of sex education is needed by all adolescents. The schools can complement the work of parents by teaching pupils the normal aspects of sex life. The development of a satisfactory and satisfying philosophy of life is one of the major personal achievements of the individual."[4]

This unit in self, home, and family life is a preparation for fine living. Its ultimate aim is to avoid mental and emotional conflict during adolescence, to develop self-confidence, and the ability to meet life's demands and contacts with self-respect. All this cannot be developed from a foundation of untruths and evasions.

Boys who have grown to young men, with adequate knowledge of sex and its various implications, are able to discuss it with self-assurance, sobriety and the saving grace of common sense. Through the extension of this same common sense they may achieve for themselves, for their children and for their fellow-men the good life for all.

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3. Doyle Reeves, Winter Haven Daily News-Chief, "High School Journalism Class Edition," Winter Haven, Florida, Wednesday, April 27, 1949.

4. Douglass, op. cit., p. 404.

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> [illegible] conditions [illegible] [illegible] [illegible]."

This will [illegible], [illegible] for fine living. The [illegible] emotional conflict [illegible] confidence, and the ability to [illegible] contacts with self-respect. All [illegible] a foundation of [illegible].

Boys who have [illegible] of sex and its [illegible] implications, [illegible] with self-assurance, [illegible]. Through the [illegible] they [illegible] for themselves, [illegible] fellow-men [illegible].

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5. [illegible] New Haven Daily [illegible], "[illegible] Juvenile Crime [illegible]," [illegible] April 27, 1946.

6. [illegible], op. cit., p. 404.

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Education

Newberry College	- Jan. 1934 - June 1939
University of Virginia	- June 1941 - Sept. 1941
University of Florida	- June 1946 - Sept. 1946
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Newberry College - B. S. Degree, June, 1939.

Courses Taken

University of Virginia

Psychology of Personality, Dr. S. H. Britt	SS-1941
Psychology of Adolescence, Dr. R. Sollenberger	SS-1941
Psychology of Infancy, and Early Childhood, Dr. W. Dennis	SS-1941
Statistics in Psychology and Education, Dr. H. A. Geldard	SS-1941

University of Florida

Human Motivations, Dr. Hinkley	SS-1946
Advanced Football, Coaching Staff	SS-1946
Advanced Educational Psychology, Dr. C.A.Foster	SS-1948

Florida Southern College

Survey of Old Testament, Prof. G. de Casterline	SS-1948
Religious Educ. Counseling, Prof. de Casterline	SS-1948
Religion in World Affairs, Dr. H. E. Wark	1948-49
Child Development, Professor E. L. Flemming	1948-49
Curriculum Problems, Dr. T. J. Wagner	1948-49
Philosophy of John Dewey, Dr. L. M. Spivey	1948-49
School Organization, Prof. Donald A. Thompson	SS-1949
School Administration, Dr. C. L. Murray	SS-1949
Elementary School Curriculum, Prof. Springer	SS-1949
Social Psychology, Dr. James C. Peel	SS-1949

Professional Experience

Freshman Football, Basketball and Track Coach
Newberry College, Newberry, South Carolina
September 1937 to June 1939.

Athletic Coach and Mathematics Instructor
Niles High School, Niles, Ohio
September 1939 to April 1942.

U. S. Army Air Corps
Intelligence Headquarters, 54th Fighter Group
June 1942 to July 1943.

Ground Training, Bartow Army Air Field
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July 1943 to October 1945.

Athletic Coach and Science Instructor
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November 1945 to present time

GLOSSARY

Abortion — Expulsion of the fetus before it can live.

Adrenal Gland — A ductless gland situated near the kidney.

Anus — Natural opening of the bowels at the lowest end of the digestive canal, through which the bowels discharge the feces (waste matter) during defecation (bowel movement).

Bladder — The bag or sac which holds the urine after it is produced by the kidneys and before it is passed through the penis in urination.

Castrate — To remove the testes (gonad glands) from a male animal or a man.

Cervix — The lower part or neck of the uterus in which is contained the opening to the uterine cavity.

Chancre — The initial sore in syphilis.

Chaste — A person who does not have sexual intercourse unless married, and then only with the married partner.

Circumcision — A minor surgical operation which consists of cutting off the end of the foreskin of the penis.

Clitoris — A female organ situated in the upper part of the vulva, which corresponds to the penis in the male.

Coitus — Sexual intercourse.

Conception — The union of the sperm of the male and the ova of the female to form a new life.

Copulation — Sexual intercourse.

Defecate — To have a bowel movement, expelling the contents of the lower bowel (feces, waste matter).

Ductus Deferens — Also called vas deferens, the tube leading from the epididymis.

Ejaculation — The act of expelling the semen through the penis.

Embryo -- The product of conception, that is, of the union of the male sperm and the female ova. From the moment of fertilization until the second month.

Endocrine Glands -- Ductless glands of internal secretion, whose products pass directly into the blood stream.

Epididymis -- Fine, closely coiled tubes that emerge from the testes.

Erogenous Zones -- Zones capable of producing sexual excitement.

Eunuch - A male who has been castrated, that is, has had his testicles removed.

Fallopian tube -- Either of a pair of tubes that conduct the ova from the ovaries to the uterus.

Feces -- Waste material from the bowels.

Fertilization -- Union of a female and a male germ cell (ova and sperm) to form a new individual.

Fetus -- The child in the womb after the end of the third month.

Genitalia -- The reproductive organs.

Genito-Urinary Organs -- The genitals and urinary organs, meaning all the genitals as well as the bladder, kidneys, ureter.

Gestation -- Pregnancy. The condition of being with child.

Gonads -- The sex glands, testicles in the male and ovaries in the female.

Gonorrhea -- An infections inflammatory disease of the genital and urinary tracts.

Heterosexual -- Pertaining to different sexes (male and female).

Hormone -- The secretion of an endocrine gland which affects the activity of one or more other organs.

Homosexual -- Pertaining to same sexes (male and male or female and female).

Hymen -- The membrane which more or less completely closes the external opening of the vagina.

Illegitimate child -- A child born to parents unmarried to each other.

Insemination -- Introduction of semen. Coitus or sexual intercourse being the natural method. Artificial insemination is now used with cattle extensively.

Intercourse -- Communication or exchange of anything. When used with sexual relations, the word should be preceded by sexual.

Masturbation -- Self-stimulation of the sex organs.

Menopause -- The time in life when menstruation normally ends, usually occurring after the age of forty.

Menstruation -- The monthly discharge of blood from the uterus.

Miscarriage -- The loss of the baby before the natural time for birth, up to the seventh month. Loss of the baby after the seventh month is called premature birth. Nine months or 280 days is a natural birth.

Orgasm -- The climax of sexual excitement.

Ovary -- Gonad or sex gland of the female in which the ova or eggs are produced.

Ovulation -- The process of forming the ova in the ovary and expelling it through the Fallopian tube into the uterus.

Penis -- The external male sex organ which is used for urinating and sexual intercourse.

Pituitary Gland -- An endocrine gland beneath the brain.

Placenta -- The structure attached to the inner wall of the uterus through which the embryo and later the fetus, derive nourishment and eliminate waste.

Pregnant -- Gestation; the condition of a woman carrying a child in her body.

Prepuce -- The foreskin of the penis in the male, or the fold of skin covering the clitoris in the female.

Prostate gland -- A muscular gland which surrounds the neck of the bladder in the male.

Puberty -- The age at which reproductive organs start to function.

Pubic -- Pertaining to the lower part of the abdomen, (pubic hair refers to the hair surrounding the external sex organs).

Scrotum -- The bag or sac containing the testes.

Semen or seminal fluid -- The secretion produced by the testicles and ejaculated at the climax of the orgasm in coitus.

Seminal emmission or nocturnal emmission -- Referring to the involuntary loss or discharge that occurs during sleep as distinguished from the ejaculation that occurs during coitus or external excitation.

Sexual Intercourse -- Coitus; copulation; the act in which the male places the penis in the vagina of the female and ejaculates a discharge of semen.

Sperm -- The male germ cell for reproduction of the race.

Syphilis -- An infectious venereal disease.

Testicles -- Also called testes, the gonad glands, suspended in the scrotum of the male which produce the male sperm cells.

Thymus gland -- An endocrine gland lying below the thyroid and in front of the heart.

Thyroid gland -- An endocrine gland at the base of the neck.

Urethra -- The short tube through which urine passes from the bladder during the act of urinating.

Urinate -- To expel urine from the bladder.

Uterus -- Also called the womb. The female organ in which the fetus develops.

Vagina -- The passage or canal of the female sexual organs, leading from the vulva to the uterus or womb.

Vas Deferens -- The tube leading from the epididymis. Also called ductus deferens.

Vulva -- The external parts of the female genital organs.

Womb -- Also called uterus. The female organ in which is carried the unborn baby.